

Summary information					
Academy	Corby Primary Academy				
Academic Year	2018-2019	Total PP budget	£34,320	Date of most recent PP Review	
Total number of pupils	469	Number of pupils eligible for PP	25	Date for next internal review of this strategy	

1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
% achieving in reading, writing and maths (Combined)	80%	
Reading, Maths Progress Measure	+1.2	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Attainment for disadvantaged children is mixed across the school.	
B.	Low skills on entry into EYFS for children identified as disadvantaged.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance for some PP children	
D.	Parental support (appropriate parental support to enable children to make good progress at school)	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure disadvantaged children perform equally as well as their peers.	Gap is being diminished between disadvantaged pupils and all pupils in all year groups
B.	For children to make rapid and sustained progress in EYFS	GLD for disadvantaged pupils is at least in line with national and closing gap on all pupils
C.	Attendance for PP pupils, particularly persistent absentees, increases from 16 17 rates	Attendance for PP children in line with all pupils.
D.	Parents feel skilled in being able to provide educational and emotional support to their children	

4. Planned Expenditure			
Academic year	2018-2019		
The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
i. Targeted support			
Desired outcome	Chosen action/approach	Staff lead	
To ensure disadvantaged children perform equally as well as their peers.	<ul style="list-style-type: none"> Learning Mentor support for children who are identified as having barriers to learning which affect their ability to access and engage in the learning in their class Specific teaching support from year group TA's and SEN TA to address specific areas of learning 	TS	
Children in EFYS make good progress from starting points and close the gaps to national on achieving GLD	<ul style="list-style-type: none"> Additional TA support in EYFS to increase ratios and support the development of provision to ensure more free flow between areas of learning and focused adult led activities. Use of Speech and Language Links in EYFS to accelerate progress for pupil entering with low levels of spoken English 	NL TS	
Improve attendance and lateness rates for PP children	<ul style="list-style-type: none"> Learning mentor support for specific families where needed to help improve rates of attendance Free access to breakfast and afterschool club to support good attendance for targeted families Weekly monitoring of targeted PP families where attendance has been a cause for concern in the past 	NL AM	
Improve the quality and interactions of parents in their children's learning	<ul style="list-style-type: none"> Targeted access to parenting support programmes, such as 123 Magic, resilience and wellbeing, family learning classes. Access to childcare to enable targeted families to attend. 	NL AM	
Total budgeted cost			31,820

ii. Other approaches	
Desired outcome	Chosen action/approach
All children are able to access school based and extra curricular trips and activities	Full or part funding at Principals discretion for trips, visits, clubs and support in purchasing additional resources (i.e. music instruments)
Children to be able to access appropriate school uniform	Full or part funding at Principals discretion a set of school uniform each academic year
Total budgeted cost	
£2,500	

5. Review 2017-2018				
Previous Academic Year		2017 to 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
To ensure disadvantaged children perform equally as well as their peers.	<p>Learning Mentor support for children who are identified as having barriers to learning which affect their ability to access and engage in the learning in their class</p> <p>Specific teaching support from year group TA's and SEN TA to address specific areas of learning</p>	<p>Behaviour and attitudes to learning for targeted PP children improved – more engaged in class and around school. Completing homework. Impact is being made on progress in class.</p> <p>Dedicated TA and LM support has been used for specific children – these children have made good progress in targeted areas.</p>	Approach has been successful, particularly dedicated LM and TA time not using class based TA's	
For children to make rapid and sustained progress in EYFS	<p>Additional TA support in EYFS to increase ratios and support the development of provision to ensure more free flow between areas of learning and focused adult led activities.</p> <p>Use of Speech and Language Links in EYFS to accelerate progress for pupil entering with low levels of spoken English</p>	<p>GLD in July 2018 at 73%, rise from previous years.</p> <p>4 children in EYFS eligible for PP funding – 3 / 4 = 75% achieved GLD.</p>	Continuing with additional adult support in EYFS in 18 19	
Ensuring PP children identified as More Able or making good progress are accessing additional support to accelerate progress further.	Children identified as more able are tracked carefully and identified on provision map to receive appropriate support to increase rates of progress (access to wider curriculum opportunities as well as academic)	Provision map monitored throughout year to ensure all PP children area identified by class teachers and appropriate support identified where necessary. Tracking data shows pupils making good progress and achieving well across all year groups regardless of starting point		

Attendance for PP pupils, particularly persistent absentees, increases from 16 17 rates	<p>Learning mentor support for specific families where needed to help improve rates of attendance</p> <p>Free access to breakfast and afterschool club to support good attendance for targeted families</p>	<p>Some support given by LM, but regular meetings with principal and key families enabled attendance to improve for families over the year, although a number still hit threshold over the whole year for persistent absenteeism</p> <p>In Term one 8 PP children met threshold for PA By end of school year 5 PP children met threshold.</p>	Continue high level of focus and involvement for PP children who were PA in 17/18. Monitor weekly.	
Parents feel skilled in being able to provide educational and emotional support to their children	Targeted access to parenting support programmes, such as 123 Magic, resilience and wellbeing, family learning classes. Access to childcare to enable targeted families to attend.	Parents have accessed a wide variety of programmes on offer – high proportion of EAL parents, however few PP families, even when targeted.	Continue to offer and try to provide support for PP families in need to access	

ii. Other approaches

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
All children are able to access school based and extra-curricular trips and activities	Full or part funding at Principals discretion for trips, visits, clubs and support in purchasing additional resources (i.e. music instruments)	No child has been disadvantaged due to financial reasons and all PP children have accessed trips, visits and school residentials	Continue to provide at principals discretion	
Children to be able to access appropriate school uniform	Full or part funding at Principals discretion a set of school uniform each academic year	Uniform provided for a number of PP children to ensure they have appropriate uniform and sports kit to access school and represent the school at school events and sporting events	Continue to provide at principals discretion	