

Summary information					
Academy	Corby Primary Academy				
Academic Year	2019-2020	Total PP budget	£48,640	Date of most recent PP Review	
Total number of pupils	471	Number of pupils eligible for PP	27	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)	2 / 5 = 40%	
Reading, Maths Progress Measure		

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 is good, and at least in line with PP pupils nationally	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/GD	
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/GD	
Total budgeted cost			40,000

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, residential, 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
To improve speaking and listening skills of pupils	Purchase of resources to support speaking and listening in early years and key stage 1.
Total budgeted cost	
£8,640	

5. Review 2018 2019

Previous Academic Year		2018 to 2019		
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>Attitudes to learning of PP children is good, they engage well in class and behave well around school.</p> <p>Homework is completed – some children identified as not taking books home to read at home so will be continued to targeted for additional reading in school</p> <p>Dedicated TA and LM support has been used for specific children – these children have made good progress in targeted areas.</p>	<p>Approach has been successful, particularly dedicated LM and TA time not using class based TA's</p> <p>Children identified as not reading at home, not taking books home or losing books to be supported further in school and hear read regularly by staff.</p>	
Children in EFYS make good progress from starting points and close the gaps to national on achieving GLD	<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>	GLD in July 2019 at 75%, rise from previous 2 years.	Continuing with additional adult support in EYFS in 19 20 to support early learning and progress	
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 	<p>Breakfast and afterschool club being accessed by 4 children free of charge, 2 children with poor attendance and punctuality – when used it has made a significant difference to attendance and punctuality</p> <p>LM / admin first day calling – home visits etc being used to support attendance for targeted families – attendance good across the school in 18 19 for PP children at 96.5%</p>	Continue to offer access for targeted children Early involvement from school for those whose attendance and punctuality is a cause for concern..	

Improve the quality and interactions of parents in their children's learning	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.	Mixed involvement in run courses by PP families, crèche has been accessed to support some attendance – more specialised and bespoke support provided 1:1 by LM for specific families	Continue to offer courses – target families Ensure LM hours allow 1:1 support for families where needed.	
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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 residential. Have also supported access to paid afterschool clubs run by external companies	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	