

Summary information					
<b>Academy</b>	Corby Primary Academy				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£49,935 made up of £39,315 for 29 disadvantaged pupils, £9,380 for LAC and £1,240 for service children		
<b>Total number of pupils</b>	420	<b>Number of pupils eligible for PP</b>	34 + 4 service	<b>Date for next internal review of this strategy</b>	September 2021

1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
<b>% achieving in reading, writing and maths (Combined)</b>	2 / 5 = 40% (2019)	
<b>Reading, Maths Progress Measure</b>		

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Attainment for disadvantaged children is mixed across the school.	
<b>B.</b>	Low skills on entry into EYFS for children identified as disadvantaged.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Attendance for some PP children	
<b>D.</b>	Parental support (appropriate parental support to enable children to make good progress at school)	
<b>E.</b>	Access to appropriate IT equipment and internet to support pupils with learning at home	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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
<b>C.</b>	Attendance for PP pupils is good, and at least in line with PP pupils nationally	Attendance for PP children is improving and in line with all pupils.

D.	Parents feel skilled in being able to provide educational and emotional support to their children	Evidence ween in home learning support and through discussions with class teachers
E.	To ensure all pupils have the equality of opportunity to continue their work at home	Same access to work as all pupils

<b>4. Planned Expenditure</b>			
<b>Academic year</b>	<b>2020 - 2021</b>		
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.			
<b>i. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Staff lead</b>	
To ensure disadvantaged children perform equally as well as their peers.	<ul style="list-style-type: none"> <li>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</li> <li>Specific teaching support from year group TA's and SEN LM to address specific areas of learning</li> <li>Use of 'Catch- up' programme in English and Maths to provide specific one to one support for pupils to address gaps in their learning</li> </ul>	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"> <li>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.</li> <li>Use of Speech and Language Links in EYFS to accelerate progress for pupil entering with low levels of spoken English</li> </ul>	NL TS	
Improve attendance and lateness rates for PP children	<ul style="list-style-type: none"> <li>Learning mentor support for specific families where needed to help improve rates of attendance</li> <li>Free access to breakfast and afterschool club to support good attendance for targeted families</li> <li>Weekly monitoring of targeted PP families where attendance has been a cause for</li> </ul>	NL AM/GD	
<b>Total budgeted cost</b>			£40,000

<b>ii. Other approaches</b>	
<b>Desired outcome</b>	<b>Chosen action/approach</b>
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 ensure that resources are suitable for development of early speech, language and phonic development and parents have the knowledge and skills to support at home	Review resources in school and purchase additional where there are gaps. Provide parental guides, support etc. investigate options of online phonic websites to support home learning
<b>Total budgeted cost</b>	
	£9,935

## 5. Review 2019 2020

### 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.	<ul style="list-style-type: none"> <li>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</li> <li>Specific teaching support from year group TA's and SEN TA to address specific areas of learning</li> </ul>	<p>Attitudes to learning of PP children is good, they engage well in class and behave well around school.</p> <p>Home learning support has increased with changes to homework – better support with reading, spellings etc.</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. – use of parent volunteers to support regular reading with specific pupils when able to due to covid.</p>	
Children in EFYS make good progress from starting points and close the gaps to national on achieving GLD	<ul style="list-style-type: none"> <li>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.</li> <li>Use of Speech and Language Links in EYFS to accelerate progress for pupil entering with low levels of spoken English</li> </ul>	<p>GLD in July 2019 at 75%, rise from previous 2 years.</p> <p>Phonics also inline with national</p>	<p>Continuing with additional adult support in EYFS in 20 21 to support early learning and progress</p>	
Improve attendance and lateness rates for PP children	<ul style="list-style-type: none"> <li>Learning mentor support for specific families where needed to help improve rates of attendance</li> <li>Free access to breakfast and afterschool club to support good attendance for targeted families</li> <li>Weekly monitoring of targeted PP families where attendance has been a cause for concern in the past</li> </ul>	<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>Continue to offer access for targeted children</p> <p>Early involvement from school for those whose attendance and punctuality is a cause for concern..</p>	
Improve the quality and interactions of parents in their children's learning	<p>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.</p>	<p>Excellent uptake of all family learning and 123 magic this year – parents seeing less of a stigma in taking part, wider range of parents accessing which in turn is seeing more targeted parents willing to come.</p>	<p>Once restrictions re covid are lifted then we will offer a full range of parent classes.</p> <p>For 20 21 look at opportunities for video meetings with parents to offer support if needed.</p>	

<b>ii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	
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 principal's 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 principal's discretion	