

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	454
Proportion % of pupil premium eligible pupils	8.6% (39)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	K Foley
Pupil premium lead	D O'Brien
Governor / Trustee lead	D Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71, 273
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£71,273

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to offer the opportunity to all pupils to make progress, achieve a good level of attainment and have access to enrichment their learning.

From 1 September 2025 – 31 August 2025, we are forecasting £71,273 of Pupil Premium funding based on £1,515 per primary-aged.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended, is the intention that non-disadvantaged pupils' attainment will be improved and sustained alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure our approaches are effective, we will:

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

- Children achieve at least national average progress scores in Key Stage 2 in reading.
- Children achieve at least national average progress scores in Key Stage 2 in writing.
- Children achieve at least national average progress scores in Key Stage 2 in mathematics.
- Achieve at least 80% at national average expected standard in Phonics Screening.
- 70% of children to reach GLD.

To achieve this, we will:

- Act early to intervene at the point need is identified.
- 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.

- Support pupils with welfare, social skills, and behaviour.
- Whole school approach in which all staff take responsibility for raising attainment of disadvantaged pupils
- Ensure high expectations for disadvantaged pupils, challenging their learning
- Provide targeted interventions for vulnerable pupils across the academy who may be or who are at risk of falling behind.
- 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	From baseline assessments upon entering the academy, and through discussions and interactions, we have found that speaking skills are lower than the expected levels, with vocabulary knowledge also suffering. This has a negative impact for pupils and is more common among our disadvantaged pupils. This trend is from Early Years through to KS2. Attainment for disadvantaged children is mixed across the school.
2	From assessments, baselines, and discussions, we have found that phonics and early reading skills seem to be lower for disadvantaged pupils who are not retaining the phonic knowledge; this impedes their early reading skills.
3	High numbers of EAL pupils and 16 different languages spoken within the school.
4	Analysis of disadvantaged children's attendance shows that some families need additional support to secure and sustain punctuality and attendance. Absence for disadvantaged pupils remains higher than their peers, below the desired 95%.
5	From discussions, we have found that opportunities for wider life experiences and cultural capital are lower for disadvantaged pupils.
6	Parental engagement in learning is lower for our disadvantage pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	This should be evident from general conversation with pupils, along with assessments and observations. The completion of the NELI programme for pupils will add to this success. The use of vocabulary in pupils work and their understanding of the meaning of a varied vocabulary.
Improved reading attainment among disadvantaged pupils	The phonics screening, KS1 and KS2 reading outcomes in 2025/26 to show that the gap is diminishing
Pupils to have good attendance and punctuality.	Attendance improved and the gap between disadvantaged pupils and their peers diminished. Pupils have reached the national benchmark of 96% - as a cohort and individual. Where attendance has been a challenge, this has been well supported and, as a result, has improved. Parents have engaged with the Academy and understand the importance of strong attendance.
Pupils are well supported academically, socially, and emotionally – which results in being ready for the next stage of their learning journey.	Pupils happy and ready to learn, using the zones of regulation to realise this. New skills and working collaboratively improve across the academy using sporting interventions. Pupils have self-belief and desire to achieve. They are sociable and interact positively with other through the House System. Pupils have benefited from the emotional support that they have received and can use the strategies taught to self-regulate and remain calm. Family Support and Learning Mentor at the academy to offer individualised support to pupils and their families. All staff have worked with the SENDCo and Learning Mentor to identify pupils who require additional, specific support.

Activity in this academic year

This details how we intend to spend our pupil premium **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
Staff supported to meet the needs of disadvantaged pupils.	CPD to meet with needs of all learners with targeted training and research-based initiatives following the 9 Principles of high-quality inclusive teaching.	1,2,3
Continue to focus on writing development – developing consistency,	A research informed approach to voiding a consistent and language rich approach across the age ranges. EEF Professional Development	1,2,3

especially for newer staff members.		
To maximise progress for all in both phonics and reading – ensuring children are reading at both home and school. Little Wandle training for all new staff and refresher training for existing. Daily phonic lessons in KS1 to embed knowledge and support with early reading.	Phonics knowledge allows pupils to read fluently and with speed. Reading aloud to peers to also improve oracy skills. EEF Phonics NELI Language Interventions	1,2, 3
Fund access to PIXL diagnostic tool and interventions – all class teachers provided with supporting resources to address gaps in pupils’ knowledge.	PiXL supports academic excellence, providing our teachers with a wealth of classroom strategies and resources and opportunities to collaborate with other teachers, school leaders and specialists at regular conferences to share ideas and support. Use of PIXL therapies show significant impact.	1,2,3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to support pupil progress, deliver quality interventions and targeted support in lessons.	Teaching assistants’ duties can vary widely from school to school, ranging from providing administrative and classroom support to providing targeted academic support to individual pupils or small groups. EEF’s teaching and Learning Toolkit	1,2,3

Bottom 20% of readers including PP to experience daily keep up session with specific trained TA.	EEF -One to one support Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	
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

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

Budgeted cost: £11,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance figures of PPG pupils	Swift action is taken for those children whose attendance is a concern. Letters sent and 'first day response' phone calls made by Attendance Officer to identify if any further support is needed. Disadvantaged pupils who are identified as being regularly late or repeatedly absent will be supported through our Attendance Lead. Meetings held with parents/carers to support them so there is improved attendance.	4,5
Payment for PPG children enrichment trips	Full or part funding at Principal's discretion for trips, visits, clubs and support in purchasing additional resources as required.	5
Children to be able to access appropriate school uniform	At the Principal's discretion disadvantaged pupils who require support with the purchasing of school uniform will have this provided to promote social equity amongst pupils.	5
Enrichment opportunities	Targeted sports club access for disadvantaged pupils	5
Music lessons	Supplemented music lessons for disadvantaged pupils.	5

Total budgeted cost: £71,273

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 2025 to 2026 academic year.

End of Key Stage 2 2025:

In 2025, the gap between disadvantaged and non-disadvantaged pupils has significantly reduced, particularly in reading and those pupils achieving reading, writing and mathematics combined. The gap has significantly reduced for pupils working at greater depth across all three subjects.

Disadvantaged pupils outperformed their non disadvantaged peers in reading and writing. Disadvantaged pupils were marginally outperformed by their non disadvantaged peers in mathematics. N.B. There were 60 pupils in this cohort, of which 11 were disadvantaged pupils.

% of pupils achieving the expected standard															
	All pupils				PP Pupils				Non-PP Pupils				23/24 PP:NPP gap	24/25 PP:NPP gap	
	2023/24		2024/25		2023/24		2024/25		2023/24		2024/25				
	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National			
Reading	77%	74%	72%	75%	50%	62%	73%	63%	82%	80%	71%	81%	-32%	+2%	
Writing	78%	72%	65%	72%	70%	58%	73%	59%	80%	78%	63%	78%	-10%	+10%	
Maths	83%	73%	75%	74%	70%	59%	73%	61%	86%	79%	76%	80%	-16%	-3%	
Combined	72%	61%	60%	62%	50%	46%	64%	47%	76%	67%	59%	69%	-26%	+5%	

% of pupils achieving Greater Depth															
	All pupils				PP Pupils				Non-PP Pupils				23/24 PP:NPP gap	24/25 PP:NPP gap	
	2023/24		2024/25		2023/24		2024/25		2023/24		2024/25				
	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National			
Reading	33%	29%	28%	33%	0%		18%		40%		31%		-40%	-13%	
Writing	12%	13%	3%	13%	0%		9%		14%		2%		-14%	+7%	
Maths	25%	24%	23%	26%	0%		18%		30%		24%		-30%	-6%	
Combined	8%	8%	0%	8%	0%	3%	0%		10%	10%	0%		-10%	0%	

End of Key Stage 1 2025:

Disadvantaged pupils were outperformed their non disadvantaged peers across all key performance indications. There is an academy focus on embedding reading skills, transcription skills in writing and Mastering Number to close these gaps for pupils to achieve the expected standard. There is an academy focus on ensuring the appropriate level of challenge is provided, especially for pupils identified to achieve greater depth.

N.B. There were 60 pupils in this cohort, of which 5 were disadvantaged pupils.

% of pupils achieving the expected standard															
	All pupils				PP Pupils				Non-PP Pupils				23/24 PP:NPP gap	24/25 PP:NPP gap	
	2023/24		2024/25		2023/24		2024/25		2023/24		2024/25				
	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National			
Reading	72%		62%	71%	86%		40%		70%		64%		+16%	-24%	
Writing	70%		55%	64%	86%		40%		68%		56%		+18%	-16%	
Maths	78%		65%	73%	71%		40%		79%		73%		-8%	-33%	
Combined	63%		48%	59%	71%		40%		62%		55%		+9%	-15%	

% of pupils achieving Greater Depth															
	All pupils				PP Pupils				Non-PP Pupils				23/24 PP:NPP gap	24/25 PP:NPP gap	
	2023/24		2024/25		2023/24		2024/25		2023/24		2024/25				
	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National			
Reading	15%		18%	19%	0%		0%		17%		18%		-17%	-18%	
Writing	3%		2%	9%	14%		0%		2%		2%		+12%	-2%	
Maths	18%		5%	17%	29%		0%		17%		5%		+12%	-5%	
Combined	2%		2%	6%	0%		0%		2%		2%		-2%	-2%	

The gap between disadvantaged and non-disadvantaged peers reduced last year; however, phonics remains a priority for the academy and additional time has been allocated within the timetable to accommodate an afternoon booster session to support all pupils.

% of pupils achieving expected standard in Phonics Y1															
	All pupils				PP Pupils				Non-PP Pupils				23/24 PP:NPP gap	24/25 PP:NPP gap	
	2023/24		2024/25		2023/24		2024/25		2023/24		2024/25				
	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National			
Reading	90%		78%	80%	67%		50%		91%		73%		-28%	-23%	

At the end of Year 2, 92% of pupils have passed the phonics screening check.

End of EYFS GLD:

65% of pupils achieved GLD, of which 8% were disadvantaged pupils.

Attendance:

The gap between disadvantaged pupils and their non-disadvantaged peers increased marginally in 2025 due to the improved attendance overall of pupils. Supporting pupils at risk of persistence absence remains a priority of the academy.

Attendance/PA													23/24 PP:NPP gap	24/25 PP:NPP gap
	All pupils				PP Pupils				Non-PP Pupils					
	2023/24		2024/25		2023/24		2024/25		2023/24		2024/25			
	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National		
Att	95.6%	94.5%	95.8%	94.8%	94.4%	94.5%	94.4%	94.8%	95.7%	94.5%	96%	94.8%	-1.3%	-1.6%
PA	6.0%	15.0%	8.1%	13.4%	11.8%	29.3%	17.0%	27.1%	5.1%	10.9%	6.8%	9.4%	+6.7%	+10.2

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
Clicker	Crick Software
Little Wandle Letters & Sounds	Wandle Learning Trust
Nessy	Nessy Learning
PIXL	PIXL
Speech Links	GL Assessments
Spellingframe	Spellingframe
Testbase	Testbase
Times tables	Timestables.co.uk
Widget	Widget Online