

Coritani Academy Pupil premium strategy statement 21-24

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Coritani Academy
Number of pupils in school	38 (21-22)
Proportion (%) of pupil premium eligible pupils	73% (21-22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	1 st October 2022
Date on which it will be reviewed	1 st October 2023
Statement authorised by	D Flowitt
Pupil premium lead	D Flowitt
Governor / Trustee lead	R Briggs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Not allocated from DFE – recharged from schools: £8944
Recovery premium funding allocation this academic year	Not allocated from DFE – recharged from schools: £2500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Total £ 11444

Part A: Pupil premium strategy plan

Statement of intent

Coritani Academy is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to achieve academic excellence.

Our belief is that learners will thrive when they feel safe and supported within their surroundings and once we have this right the best start in life we can give them is a good set of academic results.

Our aim is to **inspire** learners with quality education and support through the development of the Coritani Mindset, to meet their personalised learning need, make them **safe** and ensure that they are **ready** to develop into **respectful** members of their communities.

The Key Principles are:

- To provide support to learners to help them re-engage and be **ready** for education
- To provide a **safe** and **inspiring** environment in which learners can develop into **respectful** adults
- To ensure all our learners have access to the same opportunities as learners in mainstream schools through an **inspiring**, broad and balanced curriculum

Our key objective in utilising our Pupil Premium funding is to close the gaps in individual pupils' learning and the gaps in attainment and progress between disadvantaged students and their peers within Coritani and nationally.

Challenges

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

Challenge number	Detail of challenge
1	Significant Gaps in Learning
2	Extremely Low Attendance
3	Lack of Aspiration in careers
4	High Risk CSE
5	Lack of participation in organised social activities

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 engagement and behaviour	PP exclusions remain significantly below national averages. Improved PP attendance in line with Non-PP
Improve access to sporting and wider cultural activities to increase engagement in education	Improved PP attendance in line with Non-PP
Accelerated progress of students in core subjects	100% of PP students achieving 1LP in a year
All students attend post 16 education	0% NEET
Close gaps in literacy and numeracy	100% of PP students achieve 1LP in their time at Coritani in English, Maths

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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Sports Coach to run clubs at lunchtimes and develop wider participation opportunities (£4000)	The EEF suggests physical activity can add +1 month to learners. They also recognise that there is evidence that this approach can increase attendance and retention. The wider benefits of health and wellbeing including mental health support learners at Coritani who do not access these activities externally.	2,3,5
Staff development of literacy across the curriculum (£1000)	The EEF suggest that reading comprehension strategies can make up +6 months progress in primary age and +7 months in secondary learners. Clearly stating that lower ability learners will make the most gains and that focussing this on technical reading in the curriculum can produce further gains. Recognising also that coordinated efforts across the curriculum are required.	1
Staff training in feedback and assessment to support individual learning journeys (£1000)	The EEF suggest that feedback can make gains of +7 months in primary and +5 months in secondary. Low attaining students, who make up the majority of Coritani learners, will benefit more from these approaches	1

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

Budgeted cost: £ 10800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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One to one coaching using a supported AI model of learning (Century Tech) (£4800)	The EEF see one to one tuition as very effective at improving learner outcomes, particularly where there are learners with gaps in knowledge and skills and with low prior attainment. They also recognise that this teaching if done by non-qualified staff will be improved if well supported and well trained.	1
One to one guided reading and phonics support (£6000)	In addition to the gains seen in working on reading comprehension above, the EEF state that careful teaching of phonics linked to children's current levels and awareness can improve children's accuracy in reading. When coupled with comprehension and vocabulary support this will produce further gains.	1

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a careers counsellor (£1000)	The EFF identify mentoring as making a small impact on attainment and aspirations interventions being inconclusive in progress made. In practice, for Coritani since we introduced this approach 5 years ago we have had only 1 NEET learner.	3
Access to trips and visits for all learners (£4000)	The EFF identify a +3 months progress improvement for learners with Arts participation. In offering a route to re-engaging older learners which can in turn create further improvement through strong teaching and learning.	2,3,4,5

Total budgeted cost: £ 21800

Part B: Review of outcomes in the previous academic year

Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

For Attainment 8, PP learners outperformed non-PP by 0.1 continuing a yearly trend of PP learners outperforming non-PP.

Attainment 8 for PP was 20.6 compared to 9.6 predicted when starting at Coritani. This is an 11-point increase per learner.

PP learners made 1.1 levels of progress in English, 0.6 Levels of progress in Maths and 1 levels of progress in science from their starting points in the last Academic year.

There were no exclusions for PP learners in the last Academic year

There were no NEETS amongst PP learners in the last Academic year.

Attendance of PP learners was .001% below non-PP learners

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
Century Tech	Century Tech

Further information (optional)

Coritani Academy does not receive pupil premium funding direct from the Government. It does however recharge this funding to referring schools and academies. This means that the amount of funding will depend on the cohort as it varies throughout the year. As such the Academy has made a commitment to delivering activity that will support learners' needs regardless of additional funding received throughout the year.