



Pupil Premium 2015 – 2016

Evidence of Impact (please note that cohorts are very small at The Corbet School)

- All students including those in receipt of pupil premium are in education, employment or training.
- Students in receipt of pupil premium achieve in line with their peers at KS3 and perform significantly better than other disadvantaged students nationally in mathematics and English.
- Disadvantaged students eligible for funding for trips and visits have benefitted from this funding as required.
- MAT disadvantaged students achieved an average attainment 8 score of 61.6 and achieve more A* - A grades than other disadvantaged students nationally in English, mathematics and science.
- More disadvantaged students made expected progress in maths than other students at The Corbet School.
- Disadvantaged students at The Corbet School achieved 5A* - C in line with the National Average for **all** students at 57% and significantly above other disadvantaged students nationally at 36.9%.
- Attainment 8 at The Corbet School for disadvantaged pupils was 48.16 (in line with 49.34 for all pupils nationally, above disadvantaged students nationally at 40.83 but below others nationally at 52.26).
- Progress 8 at The Corbet School for disadvantaged students was -0.26 (above -0.32 for disadvantaged students but below others nationally at 0).
- Disadvantaged students have made expected progress in English and maths above 2015 national data for others.
- The pastoral needs of our disadvantaged students have been met to enable them to attend school and successfully move on to their next stage of education, employment or training.

Data 2015 – 2016

Year 7 (12 students)

KPI	Attainment (others)	Attainment (disadvantaged)
Av level	4a	4a
Av point score	29.42	28.95
Av sublevels of progress	0.43	0.91

Disadvantaged students making a greater rate of progress than others.

Year 8 (8 students)

KPI	Attainment (others)	Attainment (disadvantaged)
Av level	5b	5b
Av point score	33.54	32.14
Av sublevels of progress	2.29	3.46

The within school gaps are narrowing as the disadvantaged students are continuing to make progress better than others in school.

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Year 9 (15 students)

KPI	Attainment (others)	Attainment (disadvantaged)
Av level	6c	5a
Av point score	37.29	35.45
Av sublevels of progress	4.28	4.06

Disadvantaged students make progress in line with their peers.

Year 10 (11 students)

KPI	Targets (others)	Targets (disadvantaged)
Attainment 8	58.05	54.47
Av English Attainment 8	5.63	5.33
Av mathematics Attainment 8	5.65	5.13
Av Ebacc Attainment 8	6.06	5.82
Av Open Attainment 8	5.77	5.36

Disadvantaged students are targeted in line with others.

Year 11 (19 students)

% 5A* - CEM

	2013	2014	2015	2016
CS disadvantaged	60	58.3	78.6	57.9
CS others	76	61.1	70.3	72.9
Nat disadvantaged	40	38	38	36.9
Nat others	67	66	66	64.2
CS Attainment Gap	-16	-2.8	8.3	-15
CS/National disadvantaged	20	20.3	40.6	21
CS/others	9	-4.9	4.3	-6.3

English 3+ Levels of Progress

	2013	2014	2015	2016
CS disadvantaged	60	66.7	84.6	78.9
CS others	77.8	74.6	75.6	86.1
National (others)	74	75	74	74
CS Attainment Gap	17.8	-7.9	9.0	-7.2
CS/National disadvantaged	-14	-8.3	9.6	-
CS/others	3.8	-0.4	0.6	4.9

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Maths 3+ Levels of Progress

	2013	2014	2015	2016
CS disadvantaged	80	75.0	83.3	78.9
CS others	87.1	78.7	88.5	76.7
National (others)	76	71	71	72
CS Attainment Gap	-7.1	-3.7	-5.2	2.2
CS/National disadvantaged	4	4	12.3	-
CS/others	11.1	7.7	17.5	6.9

Attendance Evidence of Impact: % of sessions missed due to overall absence

	2012-2013	2013-2014	2014-2015	2015-2016
CS FSM	6.1	5.4	5.4	5.8
CS not FSM	4.1	3.9	3.6	3.8
National FSM	8.5	8.3	7.3	7.2
National not FSM	4.7	4.9	4.1	4.1
CS Gap	-2.0	-1.5	-1.8	-2.0
CS/National Gap	-2.4	-2.9	-1.9	-1.9

Attendance is above other disadvantaged students nationally and we continue to work to reduce the within school gaps and bring the attendance of our disadvantaged students to be at least in line with others nationally.

We are very determined to support all our students throughout their time at The Corbet School and proud of their achievements both academically and outside the classroom. We are delighted with the confident and decent young people we send out into the world who are able to both participate in and contribute to it in a very positive way.

Pupil Premium 2016-2017 Plan

Strategic Summary The Pupil Premium is additional funding given to the school and is being used to support disadvantaged students and close the attainment gap between them and their peers. At The Corbet School we use the Pupil Premium to fund three whole school activity types: support, intervention and enrichment.

Whole School Context

Year	FSM6	On FSM at any point during academic year	Total number in Year group	FSM6 at % of total cohort	LAC	Children of Service Personnel	Total Pupil Premium Students
7	13	9	143	9%	2	5	28
8	7	5	134	5%	3	4	20
9	7	4	140	5%	0	1	16
10	15	5	128	12%	1	4	24
11	11	5	125	9%	0	0	16
Total	53	28	670	8%	6	14	104

Taken from School Data November 2016 - To be updated with Spring Census Data January 2017

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Financial Summary

Pupils on roll (11-16)	670
Eligible Pupils (School Data November 2016)	104
Amount Per Pupil: Disadvantaged Children	£935
Amount Per Pupil: Looked After Children	£1,900
Amount Per Pupil: Service Children	£300
Estimated Funding:	£94,140

Key Priorities identified September 2016

Support:

- To maintain PP attendance for persistence absence significantly below NA and to narrow the gap between PP students and their peers.
- To support social and emotional development through pastoral support and IAG.
- To support PP students at transition points KS2/3 and KS4/5.

Intervention

- To ensure **all staff and governors** are aspirational for PP students, a no excuses culture, and that this vision is communicated effectively across the school.
- To narrow the achievement and progress gaps between PP students, their peers at The Corbet School and others nationally.
- To use regular (termly) data entry points and analyse this data to ensure that PP students have targets that are aspirational (in line with their peers), take into consideration the impact that earlier disadvantage may have had on their attainment and that they are making **at least** expected progress towards them.
- To use targeted intervention in English and maths to accelerate the progress of PP students.
- To ensure that PP students make progress across all the elements: English, mathematics, Ebacc and Open.
- To ensure that PP students make progress within the pillars of science, languages and humanities.
- To prioritise literacy and numeracy as a tool to access learning.
- To ensure that the pastoral team has the capacity to support students to attend school well and be ready to learn.
- To access counselling services to support students as required.

Enrichment

- To deliver excellent IAG for PP students.
- To ensure all disadvantaged students and those in receipt of FSM have access to extra-curricular activities at school.
- To widen the curriculum to ensure accessibility and engagement.

In 2016 -17 the school will receive £94140 (estimated) of pupil premium of which £11400 is to support LAC pupils. The money for LAC students is spent according to individual need. The LAC money is held by the corporate parent and is released to the school as required but with the prior agreement of the corporate parent. These actions are aimed at ensuring pupils from disadvantaged groups make the same progress in school as other students. Service

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Children's Pupil Premium is allocated to the school to support students to overcome disadvantage due to mobility and to allow us to plan to support Service Children to ensure that there are no gaps in learning and to support them pastorally as required. In this year we were allocated £4200.

The Corbet School Pupil Premium Breakdown (rounded %)	Cost £94140
CLA	11400
Homework Club	2500
Student Counselling Services	2000
EWO (40%)	3000
SISRA data analysis package	1500
MAT Co-ordinator	2000
Learning Manager Academic and Pastoral Support (33%)	18440
Learning Manager Assistants (33%)	15800
Small groups KS3 Mathematics and English	28500
Revision Skills Seminar	1000
Directed Intervention	6000
Enrichment Activities	2000

Strategies employed September 2016

- Continued use of tracking system (SISRA) identification of gaps in performance between PP students and their peers and the national picture; both in terms of attainment and progress.
- Interventions planned following baseline assessments taking place for reading, spelling and numeracy at KS3. This will support the identification of gaps in learning and MidYis and Yellis tests help to identify the ability of students and for us to compare this with prior data, achievement in class and to enable us to set aspirational targets for all.
- Subject teachers, HODs and link SLT all have responsibility for analysing this data and putting actions in place and knowing the disadvantaged students in their class. CPD has taken place for all staff in Quality First Teaching approaches to support excellence in the classroom.
- Quality IAG; all year 11 students and year 8, 9 & 10 students accessing pupil premium receive a careers interview and additional careers support as necessary. The school has a very low level of NEETs and a good record of ensuring that FSM & LAC do not become NEET. This will ensure that this trend continues.
- Support to develop study skills and revision, all year 11 students are issued with a revision planner and participate in a revision skills day to enable them to develop good habits around their studies and the skills needed to prepare well for their exams. The school library is open until 4.30pm each day with access to ICT and for students to study and access Show my Homework.
- KS3 have a homework club with TA support to allow students to complete homework in a supervised and supported environment.
- 1 to 1/small group intervention as required, students will be offered extra sessions within and after the school day to enable them to perform well. These will be funded as required to ensure that specialist teachers are available.
- Year 11 & 10 mentoring programme - individual mentoring for students to support their academic progress. This is carried out by the SLT, pastoral team and teachers who do not have a tutor group. One of the mentors also delivers mindfulness sessions and all of year 11 have access to mindfulness as part of a focus day to support them to develop strategies to cope with exams and transition to post-16 education, employment or training.

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- Additional resources to support (such as revision guides) to students as required.
- Funding for trips and outside speakers to ensure that disadvantaged students can take part in curriculum activities.
- Support from other service providers; individual support to students experiencing behavioural difficulties or social or emotional difficulties to ensure that they remain engaged and successful at school.
- MAT co-ordinator post developed to ensure that the MAT PP needs are being met across the school to enable them to fulfil their potential.
- Small group teaching for KS3 maths and English for lower ability students ensures smaller class sizes across the year group to support Quality First Teaching and individual support for all students as required.
- Admin support for CLA Coordinator; to allow for efficient support and monitoring of performance of looked after children within the school.
- Learning Manager Assistants in KS3 and 4; to monitor performance and support academic and pastoral intervention for students including LAC & FSM as required.
- EWO Service; monitoring of attendance of vulnerable groups, to ensure continuing attendance and make sure attendance is in line with other groups in the school. Working with parents/carers of pupil premium students.
- Duke of Edinburgh award scheme; students receiving pupil premium will be financially supported on the programme (as required).
- Licence for Data Tracking Software; this annual licence for the SISRA web based data tracking system allows us to more effectively and efficiently monitor the progress of groups of students.
- Alternative Education; college programmes for disengaged/potential NEET students, this will help maintain engagement with education and employment ensuring an easy and efficient move into post 16 training (each pupil place cost approximately £900.00).
- The work of the SENDCO and TA team to work towards ensuring consistency in the teaching of literacy and numeracy.

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