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Pupil Premium Strategy Statement The Corbet School 2019-2020

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.

Summary Information

Academic Year	2019-2020	Total PP budget	£115410	Total LAC budget	£20700		
Year	FSM6	Total number in Year group	FSM6 at % of total cohort	LAC	Children of Service Personnel	Post-LAC (PLAC)	Total Pupil Premium Students
7	17	145	12%	1	4	3	25
8	17	155	11%	1	10	0	28
9	16	145	11%	2	3	0	21
10	18	146	12%	5	4	2	29
11	9	139	6%	4	5	3	21
Total	77	730	10%	13	26	8	124

*School Data January 2020

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Evidence of Impact - Progress and attainment

2018 – 2019 GCSE Results				
	Disadvantaged (12 students)	Ever 6 FSM (8 students)	All pupils in the school (140)	National Data
% achieving grade 4 or above in English and in Maths	42%	63%	78%	64%
% achieving grade 5 or above in English and in Maths	8%	13%	59%	43%
English Baccalaureate element	0.15 (+0.65 when compared with like-for-like, nationally)	0.57 (+1.06 when compared with like-for-like, nationally)	0.69	-0.03
Open Element	-0.30	-0.25	+0.33	-0.04
Progress 8	-0.10 (+0.35 when compared with like-for-like, nationally)	+0.13 (+0.57 when compared with like-for-like, nationally)	+0.46	-0.03
Overall Attainment 8	32.67	38.88	52.06	46.55
Average entries per pupil	7.33	7.63	8.12	-

Attendance

% sessions missed	2015-2016	2016-2017	2017 - 2018	2018-2019
CS PP	7.72	6.91	7.95	8.79
CS not PP	5.2	5.42	5.69	5.8
Gap between PP and non PP	-2.52	-1.49	-2.26	-2.99

We actively continue to work to reduce the within school gaps and bring the attendance, progress and attainment of our disadvantaged students to be at least in line with others nationally and to reflect the excellent achievements of the students at The Corbet School. 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.

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Barriers to future attainment:

- In school barriers could include difficulties with engagement and lack of confidence in their abilities.
- External barriers could include attendance, difficulties with parental engagement and support and decreased aspiration and motivation.

Desired outcomes:

- Improved rates of progress for all PP students at KS3 and KS4.
- PP attendance in line with national and school average.
- Develop awareness and links between parents/carers and the school.
- Develop with use of mentoring to support PP students pastorally and with their academic achievement during their time at school; a greater focus on individualised support and the role of Pupil Premium Champion.
- Excellent and early IAG advice to engage students and raise aspirations.
- 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 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 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.

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Planned expenditure for desired outcomes:

Desired outcome	Strategy	Milestones	Success criteria
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.	<p>Pupil Premium Strategy specifically forms part of SIP</p> <p>Pupil Premium Report discussed at Curriculum Committee and Full Governing Body Meeting (February /March 2020)</p> <p>Progress of Pupil Premium students reviewed as part of the School Improvement Plan Reviews.</p> <p>LAC/PLAC training for link Governor</p>	<p>July 2020</p> <p>March 2020</p> <p>September 2020</p>	<p>Pupil Premium Strategy discussed during sub-committee and governing body meetings.</p> <p>Member of the Governing body has successfully completed LAC/PLAC training.</p>
To ensure that all staff are fully aware of PP pupils within the school, including LAC and PLAC students.	<p>CPD within school to be delivered by RVS around identification and challenges that are faced by PP students</p> <p>Further training to be planned on Attachment Disorder for January 2021.</p>	<p>July 2020</p> <p>Jan 2021</p>	<p>CPD successfully delivered and all staff know which pupils are PP and a greater awareness of the challenges that they face.</p> <p>Staff develop a deeper understanding of Attachment Disorder and how it can prevent some students from thriving in school.</p>
Improved rates of progress for all PP students at KS3 and KS4.	<p>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.</p> <p>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.</p>	<p>February 2020</p> <p>April 2020</p> <p>June 2020</p>	<p>Attainment and progress of PP students to be in line with The Corbet School non-PP at KS3</p> <p>Attainment and progress gaps to close at KS4 (PP students to remain significantly above other PP students nationally and achieve more closely in line with their Corbet School peers)</p>
To prioritise literacy and numeracy as a tool to access	<p>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</p>	<p>July 2020</p>	<p>Impact of work to improve reading and spellings ages ensures that all students are</p>

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<p>learning.</p> <p>To ensure that PP students make progress across all the elements: English, mathematics, Ebacc and Open.</p> <p>To ensure that PP students make progress within the pillars of science, languages and humanities.</p>	<p>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.</p> <p>To use targeted intervention in English and maths to accelerate the progress of PP students.</p> <p>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.</p> <p>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.</p> <p>Additional resources to support (such as revision guides) to students as required.</p> <p>Department support plans put in place to ensure that attainment and progress for PP students is in line with their peers at The Corbet School.</p>	<p>July 2020</p>	<p>able to engage with the curriculum.</p> <p>PP students meet their aspirational targets in English and mathematics and that the gaps between PP and other students is narrowing</p> <p>Teachers are aware of the PP students in the class and can clearly share their in class interventions to support them</p> <p>HODs have clear areas of their DDPs where they describe the strategy they are putting in place for PP students</p>
<p>PP attendance in line with national and school average.</p>	<p>Member of pastoral team responsible for analysing attendance and the attendance of PP students as a specific group.</p> <p>Use of the EWO and in-school support to plan interventions to improve attendance.</p>	<p>July 2020</p>	<p>Attendance for PP students in line with national and school attendance</p>
<p>Develop awareness and links between parents/carers and</p>	<p>Strategy developed to inform parents about PP and its use and to proactively promote attendance at parents' evenings, curriculum evenings, study skills events and other school events.</p>	<p>July 2020</p>	<p>Greater parental attendance at events and increased dialogue with parents about the use of PP.</p>

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the school.			
Develop with use of mentoring to support PP students pastorally and with their academic achievement during their time at school; a greater focus on individualised support and the role of Pupil Premium Champion.	<p>Excellent and early IAG advice to engage students and raise aspirations. 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.</p> <p>Year 11 & 10 mentoring programme - individual mentoring for students to support their academic progress. This is carried out by the SLT, pastoral team, tutors and teachers who do not have a tutor group. All of Year 11 have access to mindfulness as part of PSHE to support them to develop strategies to cope with exams and transition to post-16 education, employment or training.</p> <p>Admin support for LAC Coordinator; to allow for efficient support and monitoring of performance of looked after children within the school.</p> <p>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.</p> <p>Develop the use of pupil voice possibly using PASS survey</p>	<p>July 2020</p> <p>April 2020</p> <p>January 2020</p> <p>February 2020</p>	<p>All PP students have had at least one careers interview</p> <p>Mentoring programme (SLT) has picked up all the PP students who are underachieving and helped them to access the wider school support they need</p> <p>Pastoral review includes a clearly identified role to support Pupil Premium students at The Corbet School.</p> <p>PASS survey or similar has been completed and analysis carried out and subsequently used to inform further interventions required.</p>

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<p>To ensure all disadvantaged students and those in receipt of FSM have access to extra-curricular activities at school.</p> <p>To widen the curriculum to ensure accessibility and engagement.</p>	<p>Support to develop study skills and revision, all Year 10 and 11 students participate in the Elevate training programme 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.</p> <p>KS3 have a homework club with TA support to allow students to complete homework in a supervised and supported environment.</p> <p>Funding for trips and outside speakers to ensure that disadvantaged students can take part in curriculum activities.</p> <p>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.</p> <p>Duke of Edinburgh award scheme; students receiving pupil premium will be financially supported on the programme (as required).</p> <p>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).</p>	<p>November 2020</p>	<p>Pupil voice shows that the curriculum is appropriate and that the students have been well prepared for the self-study elements of their exam preparation</p> <p>Details of how many PP students attend homework club shows that it is a useful resource for this group</p> <p>All students have access to curriculum trips</p> <p>Attendance and engagement of PP students increased and this can be seen from records of attendance and behaviour data held in SIMS</p> <p>All students who are interested have access to DoE</p> <p>Students' curriculum is appropriately individualised to support engagement and preparation for working life</p>

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In 2019-2020, the school will receive £94,710 (estimated) of pupil premium and this excludes the money used 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.

The Corbet School Pupil Premium Breakdown	Cost £94,710
Homework Club	£2,500
Student Counselling Services	£2,000
EWO (33%)	£2,840
SISRA data analysis package	£1,794
Pastoral Support (33%)	£31,600
MAT Coordinator	£2,071
Small groups KS3 Mathematics and English (to include HLTA support)	£33,605
Revision Skills Seminar	£2,500
Directed Intervention	£12,800
Enrichment Activities	£3,000

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