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## **Pupil Premium Strategy Statement The Corbet School 2020-2021**

### **Strategic Summary**

The Pupil Premium is additional funding given to the school and is being used to support disadvantaged students and to close the attainment gap between them and their peers.

### **Summary Information of PP numbers:**

Year	Total number in year group	Total Pupil Premium Students	FSM6	FSM6 at % of cohort	Children of Service Personnel	Post-LAC (PLAC)	LAC
7	160	40	31	19%	1	3	8
8	139	22	13	9%	4	3	1
9	154	26	16	10%	8	1	0
10	143	20	15	10%	2	0	2
11	146	27	16	11%	3	2	6
Total	742	132	91	12%	18	9	17

\*School Data January 2021

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### **Evidence of Impact - Progress and attainment at GCSE - 2019 – 2020**

	PP Students (22)	Non-PP Students (118)	FSM6 (10)	LAC (4)	PLAC (3)
Average Total Attainment 8 Score	47.50	55.10	42.80	46.75	48.67
Average Attainment 8 Grade	4.75	5.51	4.28	4.68	4.87
Average KS2 Prior Attainment	4.68	4.84	4.60	4.70	4.70
Pupils Achieving A Positive Progress 8 Score	62%	64%	60%	50%	33.3%
Total Progress 8 Score	0.04	0.42	-0.17	0.02	0.07
% Achieving A Grade 4 Or Above In English And In Maths	64%	81%	50%	75%	67%
% Achieving A Grade 5 Or Above In English And In Maths	46%	64%	40%	25%	67%
Average Entries Per Pupil	7.4	8.0	6.8	7.5	8.7
Average EBacc Attainment 8	13.95	16.52	13.00	14.25	14.00
Average EBacc Attainment 8 Grade	4.65	5.51	4.33	4.75	4.67
Average EBacc Progress 8	0.06	0.59	-0.19	0.34	0.07
Average Open Attainment 8	14.55	16.86	12.60	14.00	14.00
Average Open Attainment 8 Grade	4.85	5.62	4.20	4.67	4.67
Average Open Progress 8	-0.28	0.34	-0.74	-0.23	-0.35

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### **Attendance:**

% sessions missed	2015-2016	2016-2017	2017 - 2018	2018-2019	2019 - 2020
PP Student	7.72	6.91	7.95	8.79	6.55
Non-PP Student	5.2	5.42	5.69	5.8	4.54
Gap between PP and Non-PP Student	-2.52	-1.49	-2.26	-2.99	-2.01

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 determined to support all our students throughout their time at The Corbet School and we are 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.

### **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.

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**Desired outcomes:**

- To ensure that all staff and governors are aspirational for PP students and this is communicated effectively across the school.
- To continue to improve rates of progress for all PP students at KS3 and KS4, across all subjects.
- To ensure that where there are gaps, intervention is used effectively and timely and literacy and numeracy are prioritised.
- To ensure that PP attendance is in line with national and school average.
- To develop greater awareness and links between parents/carers and the school.
- To ensure that we use tools such as the PASS survey to identify PP students who require additional intervention around their social and emotional wellbeing and staff receive high quality CPD around the issues that can affect the progress and development of PP pupils, particularly the most vulnerable PP pupils.
- To ensure that PP exclusion rates are in line with national and school average.
- To ensure that we provide early IAG advice to engage PP students and raise aspirations.
- To ensure that all PP pupils have access to extra-curricular activities at school.
- To widen the curriculum to ensure accessibility and engagement, where this is required.

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**Pupil Premium Plan:**

<b>Desired outcome</b>	<b>Strategy</b>	<b>Milestones</b>	<b>Success criteria</b>
To ensure <b>all staff and governors</b> 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/DDP and progress of PP students is reviewed as part of the SIP and DDP reviews.</p> <p>Pupil Premium Report discussed at Curriculum Committee and Full Governing Body Meeting</p> <p>LAC/PLAC training for link Governor</p> <p>Assistant Head with responsibility for PP students (including LAC and PLAC students) to attend Pupil Premium Conference</p>	<p>Jan 21</p> <p>March 21</p> <p>June 21</p> <p>March 21</p>	<p>Pupil Premium Plan discussed during sub-committee and governing body meetings and during departmental meetings. PP students to become a standard agenda item at Learning Leaders' meeting and at departmental meetings. All staff have a sound understanding of being able to identify the PP pupils within their class.</p> <p>The Governing Body has a sound understanding of numbers of PP students within school and the PP plan to improve outcomes for these students.</p> <p>Member of the Governing body has successfully completed LAC/PLAC training.</p> <p>Attendance at conference will inform future planning.</p>
To continue to improve rates of progress for all PP students at KS3 and KS4 across all subjects	<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 they are making <b>at least</b> expected progress towards their targets</p> <p>Continued use of our tracking system (SISRA) to identify gaps in performance between PP students and their peers, both in terms of attainment and progress.</p>	Termly	Attainment and progress gaps to close at both KS3 and KS4. (PP students to remain significantly above other PP students nationally and achieve more closely in line with their Corbet School peers.)

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Desired outcome	Strategy	Milestones	Success criteria
To ensure that where there are gaps, intervention is used effectively and timely and literacy and numeracy are prioritised.	<p>Baseline assessments to be carried out to support the identification of any gaps in numeracy reading and spelling. CAT4 and Yellis tests help to identify the ability of students and for us to compare this with prior data and achievement in class, to enable us to set aspirational targets for all.</p> <p>Use of targeted intervention to support any pupils who have gaps in numeracy/reading/spelling and these could include:</p> <ul style="list-style-type: none"> <li>. Literacy IDL intervention</li> <li>. High level intervention (using Precision Teaching techniques)</li> <li>. Literacy Leaders</li> <li>. Numeracy Leaders</li> <li>. Additional literacy sessions instead of MFL</li> </ul>	<p>Oct 20</p> <p>July 21</p>	<p>Results of baseline assessments fed back to staff and interventions established. When pupils are re-tested at the end of the year, better than expected levels of progress have been made, where intervention has been employed.</p> <p>PP students meet their aspirational targets in English and mathematics and the gaps between PP and other students is reducing.</p>
PP attendance in line with national and school average.	<p>Member of student support team is responsible for analysing attendance and the attendance of PP students as a specific group.</p> <p>Assistant Head and Attendance Officer to meet termly to review PP attendance and to plan interventions to improve attendance, where necessary.</p>	March 21	Attendance for PP students is in line with national and school attendance and where there are gaps, the school is actively putting interventions in place.
Develop awareness and links between parents/carers and the school.	<p>Attendance at parents' evening to be closely monitored for all students, especially PP students to ensure that there are high levels of engagement.</p> <p>Increased levels of engagement between parents of PLAC children and Assistant Head, responsible for PP students (More information to follow about this after the PP Conference in March 21)</p>	July 21	Greater parental attendance at events and increased dialogue with parents around the use of PP and how their child can make good levels of progress at the Corbet School.

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<b>Desired outcome</b>	<b>Strategy</b>	<b>Milestones</b>	<b>Success criteria</b>
<p>To ensure that we identify PP students who require additional intervention around their social and emotional well-being.</p> <p>Staff to develop a greater understanding around the issues that can affect PP children.</p> <p>To ensure that PP exclusion rates are in line with national and school averages.</p>	<p>Develop the use of pupil voice possibly through the use of the PASS survey. This will be used to inform the use of a wide range of further interventions such as: Student Support mentoring, 'Talkabout Teenagers' intervention, as well as a few new ones that we would like to engage with, such as LEGO therapy and ELSA intervention.</p> <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 training for the academic year 2021-2022 and two members of the support team to complete Attachment Disorder Level 2/3 training.</p> <p>Assistant Head and member of Student Support to meet termly to review PP exclusions and to plan any further interventions required.</p>	<p>Oct 21</p> <p>March 21</p> <p>Dec 21</p> <p>Termly</p>	<p>PASS survey will be re-taken and this will demonstrate increased scores for those students who have been in receipt of intervention around their social and emotional well-being.</p> <p>CPD successfully delivered and all staff know which pupils are PP and have a greater awareness of the challenges that they face.</p> <p>Staff will develop a greater understanding of Attachment Disorder and how it can prevent some students from thriving in school.</p> <p>Exclusions for PP students are in line with the number of school exclusion figures for non-PP students and interventions are put in place, where required.</p>
<p>To ensure all PP students have access to extra-curricular activities at school.</p> <p>To widen the curriculum to ensure accessibility and engagement.</p>	<p>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. KS3 have a homework club with TA support to allow students to complete homework in a supervised and supported environment.</p>	<p>Feb 21</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. Details of how many PP students attend homework club shows that it is a useful resource for this group</p>

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Desired outcome	Strategy	Milestones	Success criteria
To ensure that we provide early IAG advice to engage students and to raise aspirations.	Funding for trips and extra-curricular activities is available to ensure that disadvantaged students can take part in these activities.	Termly	All students have access to curriculum trips
	Duke of Edinburgh award scheme: students receiving pupil premium can be financially supported on the programme (as required).	Sep 21 – July 22	All students who are interested have access to DoE
	Each year, we look at alternative programmes of study to suit the needs of our learners. During 2020 – 2021, we have introduced both Crossbar provision and the COPE ASDAN qualification to ensure accessibility and engagement and to develop their social skills and mental wellbeing.	Sep 21	Students' curriculum is appropriately individualised to support engagement and preparation for working life
	All PP students in year 10 and 11 to receive at least 1 appointment per year and additional careers support as necessary. Assistant Head to monitor the college applications for all PP students in year 11.	Termly	All PP students will have applied for a college placement, therefore continuing the school's excellent record for its very low record of NEETS.

In 2020-2021, the school will receive £101.844 (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 following on from a termly PEP meeting.

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Below is a breakdown of how the school spends the PP funding, with our central aim being that pupils from disadvantaged groups have every chance of making the same progress as any other students within the school.

<b>The Corbet School Pupil Premium Breakdown</b>	<b>Cost</b>
	<b>£101.844</b>
Homework Club	£2,500
Student Counselling Services	£2,250
EWO (33%)	£2,900
SISRA data analysis package	£2,000
Student Support (35%)	£35,000
MAT Coordinator	£2,300
Small groups KS3 Mathematics and English (to include HLTA support)	£34,500
Revision skills seminar/resources	£2,500
Directed Intervention	£15,000
Enrichment Activities	£3,000

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