

# Corbet School Pupil premium strategy statement

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	Corbet School
Number of pupils in school	743
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021- 2022
Date this statement was published	January 2022
Date on which it will be reviewed	October 2022
Statement authorised by	Dr J Tinker (Headteacher)
Pupil premium lead	Mrs R Stokes (Assistant Head)
Governor / Trustee lead	Mrs H Scarisbrick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 110,869.00
Recovery premium funding allocation this academic year	£13,375.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£124,244.00

# Part A: Pupil premium strategy plan

## Statement of intent

*At the Corbet School, Pupil premium is overseen by the Assistant Headteacher and a Pupil Premium Governor. However, EVERY member of staff actively works to reduce the 'within school gaps' and bring attendance, behaviour, 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 of our students throughout their time at the Corbet School and we are proud of their achievements both academically and outside of the classroom. We are delighted with the confident and well-rounded young people that we send out into the world, who are able to both participate and contribute in a very positive way.*

## Challenges

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

Challenge number	Detail of challenge
1	Some PP pupils are affected by low levels of attendance.
2	Some PP pupils, there are poor levels of literacy and numeracy upon entry and this can affect their progress across other areas of the curriculum.
3	Some PP pupils have low expectations of themselves, with low aspirations. This can impact on their attainment, behaviour and attendance. Currently, there are some attainment gaps between our PP and non-PP pupils.
4	Some PP pupils face challenges with regards to their mental health and well-being and this affects their attendance and engagement with school.
5	Some PP pupils may not have been exposed to the same cultural experiences as their non-PP peers.

## 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
. To ensure that all staff and governors are aspirational for PP students and this is communicated effectively across the school.	. Pupil Premium Strategy forms part of the SIP/DDP and progress of PP students will be reviewed as part of the SIP and DDP reviews.

	<ul style="list-style-type: none"> <li>. Pupil Premium Plan will be discussed during sub-committee and governing body meetings.</li> <li>. PP students will become a regular agenda item at SLT meetings, Learning Leaders' meetings and departmental meetings. All staff will be able to identify the PP pupils within their classes and they will set aspirational targets for these pupils.</li> </ul>
<ul style="list-style-type: none"> <li>. To continue to improve rates of progress for all PP students at KS3 and KS4, across all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>. Staff will use termly data entry points to analyse the data to ensure that PP pupils have targets which are aspirational (in line with their peers) and to ensure that PP pupils are making at least expected progress towards their targets.</li> <li>. Staff will continue to use the school's tracking system (SISRA) to identify gaps in performance between PP pupils and their peers, both in terms of attainment and progress.</li> <li>. 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).</li> </ul>
<ul style="list-style-type: none"> <li>. To ensure that where there are gaps, intervention is used effectively and timely and literacy and numeracy are prioritised.</li> </ul>	<ul style="list-style-type: none"> <li>. Baseline assessments will be carried out to support the identification of any gaps in numeracy, reading and spelling.</li> <li>. The results of the baseline assessments will be fed back to staff and interventions put in place.</li> <li>. When pupils are re-tested at the end of the year, pupils who have been in receipt of intervention will have made expected levels of progress or better.</li> <li>. PP pupils will be meeting their aspirational targets in English and in maths and making expected levels of progress or better in these subjects.</li> </ul>
<ul style="list-style-type: none"> <li>. To ensure that PP attendance is in line with national and school average.</li> </ul>	<ul style="list-style-type: none"> <li>. A member of the Student Support team will meet termly with the Assistant Head to analyse the attendance of PP students as a specific group.</li> <li>. The attendance for PP students will be in line with national and school attendance and where there are gaps, the school is actively putting interventions in place.</li> </ul>
<ul style="list-style-type: none"> <li>. To develop greater awareness and links between parent/carers and the school.</li> </ul>	<ul style="list-style-type: none"> <li>. Attendance at parents' evenings to be closely monitored for all students, especially PP students to ensure that there are high levels of engagement.</li> <li>. Termly reviews will be offered to all PLAC students as well as LAC students.</li> </ul>

<p>. 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.</p>	<p>. PASS survey to be used with all pupils but Assistant Head to assess the results of PP pupils and interventions to be applied as and when required, such as mentoring or the use of the Wellbeing Room.</p> <p>. Whole-school CPD to be delivered to staff around the challenges faced by PP students and this to be followed up with Attachment Disorder training in June 2022.</p>
<p>. To ensure that PP exclusion rates are in line with national and school average.</p>	<p>. Termly review of behaviour and exclusion data.</p> <p>. Exclusions for PP students will be in line with or better than school/national exclusion figures for non-PP students.</p>
<p>. To ensure that we provide early IAG advice to engage PP students and raise aspirations.</p>	<p>. All pupils in years 10 and 11, including PP pupils to have at least 2 careers' appointments during KS4.</p> <p>. All pupils in years 10 and 11, including PP pupils to have access to the Elevate training programme.</p> <p>. Work experience/college applications will be monitored for all pupils, including PP pupils to ensure that every pupil has a placement, continuing the school's excellent record for its very low record of NEETS.</p> <p>. The ASPIRE programme may be offered to those students who are struggling in areas such as confidence and self-esteem.</p>
<p>. To ensure that all PP pupils have access to extra-curricular activities at school.</p>	<p>. Funding for trips and extra-curricular activities will be available to ensure that the % of PP pupils taking part in activities is in line or higher than non-PP pupils.</p> <p>. Analysis completed around the participation of PP pupils in extra-curricular activities/roles of responsibility will show that there is little or no gap with non-PP pupils within the school.</p>

## 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: £40,500

Activity	Evidence/Rationale that supports this approach	Challenge number(s) addressed
<i>SISRA data analysis package</i>	Use of this tool ensures that ALL teaching staff can engage in effective data analysis of all pupils, including PP pupils.	2&3
<i>Twinkl package for 10 users</i>	The purchase of this tool has ensured that each department can access differentiated resources for less-able learners, within their subject-area.	2&3
<i>Reading and spelling test resources</i>	As a school we are committed to testing pupils on their reading and spelling on an annual basis. The results of these tests help to inform and guide staff around their teaching and provide us with evidence around the use of additional interventions.	2&3
<i>Additional teacher in both English and Maths to provide an extra class and to keep class sizes small.</i>	As a school we are used to operating smaller sets of between 12 and 15 pupils in both English and Maths. This ensures that those pupils who are attending these classes are able to receive high levels of adult support and make accelerated levels of progress.	2&3
<i>Attachment Disorder training for all staff</i>	We have a high number of LAC/PLAC students at the Corbet, with a complex range of needs and we have been trying to put on this training for the last 12 months but this has been hindered by the pandemic.	1, 2, 3 &4

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

Budgeted cost: £35,300

Activity	Evidence/Rationale that supports this approach	Challenge number(s) addressed
SPECTRA assessments X 8	The assessments ensure that we have a greater range of strategies to support pupils, who have worked through our graduated response to behaviour within school. The reports completed by SPECTRA are often used to make further referrals to other services, such as Bee-U. For the 8 assessments carried out, 6 have been for PP students.	1, 3 &4
<i>Homework club run by 2 members of staff.</i>	The homework club runs over 4 nights and it supports pupils who consistently struggle to access their homework from home, either due to internet/equipment issues or because they benefit from the additional support of a TA when completing their homework.	2 &3
<i>MAT Coordinator</i>	The Corbet School has high expectations of all pupils. Some pupils are identified as being 'More Able and/or Talented' and a Coordinator is in post to ensure that all departmental areas strive to realise the full potential of these pupils.	2&3
<i>Revision skills seminar/resources</i>	We are committed to ensuring that all pupils are well-prepared around revision skills and techniques, leading up to their GCSE examinations	2&3
<i>HLTA delivering Ruth Miskin's Synthetic Phonic programme</i>	Annual reading and spelling tests reveal that we have a small number of students with exceptionally low reading and spelling ages. We have recognised the need to employ an intervention which is going to support our pupils to make accelerated levels of progress in their literacy,	2&3
<i>Directed intervention, such as Maths tuition.</i>	For those pupils who have significant gaps in their numeracy development, we use a Maths tutor to support pupils in making accelerated levels of progress around specific topics.	2&3
<i>Access arrangement testing</i>	We closely monitor pupils in all year groups around the use of access arrangements and once the pupils reach KS4, they are then formally assessed by an external assessor. The access arrangements used ensure that pupils are not put at an advantage but rather they demonstrate a pupil's current way of working and enables	2 &3

	pupils to achieve on par with their peers.	
<i>IDL literacy and numeracy programmes</i>	For pupils where there are gaps in their literacy and numeracy, we employ IDL literacy and numeracy programmes during morning tutor times. This intervention has proved to be extremely successful for a number of our students.	2&3

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

Budgeted cost: £48,444.00

<b>Activity</b>	<b>Evidence/Rationale that supports this approach</b>	<b>Challenge number(s) addressed</b>
Student Counselling services	Since the pandemic we are more committed than ever to supporting the pupils in our school around their mental health. Although we have a range of interventions that we employ within school to support our pupils, with a small number of pupils we may need to consider the use of counselling services.	1,3 & 4
<i>EWO</i>	We have very good levels of attendance at the Corbet School, which is consistently above national average levels but we do recognise that the gap between PP and non-PP students has widened slightly during the last academic year and we are committed to reducing this gap, moving forward.	1, 3 & 4
<i>Staffing for Student Support (35%)</i>	Student Support services forms an integral part of the Corbet School and the team support all pupils, including PP pupils around their behaviour and mental health. We are continually striving to increase and improve our monitoring systems within school and one of our developments this year has been the investment in CPOMS.	1, 3 & 4
<i>Enrichment activities, such as music lessons and funding of school trips</i>	We recognise that some PP pupils may not have been exposed to the same cultural experiences as their non-PP peers. We are determined to provide ALL pupils within the Corbet School access to enrichment activities such as music lessons and school trips and we are committed to monitoring the	1, 3, 4 & 5

	engagement of PP pupils in these activities.	
<i>Purchase of PASS survey</i>	We have purchased this tool so that we can capture the pupils' voices and have a better understanding of why some pupils are reluctant learners. We are conscious that underlying issues can have an impact in pupils' attainment and engagement with learning and we want to use this assessment as a tool to indicate where further interventions may be required.	1, 2, 3, 4 & 5
<i>ELSA training for 2 members of staff</i>	We are training 2 members of staff this year to ensure that we can support our pupils within school. ELSAs can help with a wide range of issues, such as loss and bereavement, social skills, communication skills, understanding and regulating emotions, friendship issues and bullying, self-esteem and removing barriers to learning. We feel that it is a priority to have 2 staff who are ELSA trained within our school.	1, 3 & 4
<i>EP Silver Package</i>	For some pupils, it is essential that we are able to access more detailed assessments to be able to support them in accessing the correct supports, moving forward, such as EHCPs or alternative provision, in a very small number of cases.	1, 2, 3, & 4
<i>Wellbeing Support Room</i>	In the academic year 2021-2022, we have opened a Wellbeing Room to support pupils struggling to access school and/or their lessons. Since the pandemic, we have been acutely aware that we have seen an increase in the number of pupils who are struggling to access school and/or are coping with mental health issues.	1, 3 & 4
<i>SNAP behaviour profiling</i>	This is a tool which identifies and provides interventions for 17 social, emotional and behavioural needs. We want to address negative behaviours by providing support. Ultimately, we want to ensure that exclusion rates are low and that exclusion rates for PP students are in line with exclusion rates for non-PP students and with national average or better	1, 3 & 4

**Total budgeted cost: £124,244.00**



## 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 2020 to 2021 academic year.

#### **Attendance/Behaviour:**

*The gap between PP attendance and non-PP attendance was higher last year than the previous 2 years as can be seen below and this means that attendance needs to be a primary focus for the current plan. We have opened up a Wellbeing Room this academic year to support pupils who are struggling to access school and/or manage high levels of anxiety and in the Spring term, more than 41% of the pupils using this room were PP pupils.*

<i>% of sessions missed</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>
<i>PP pupil</i>	<i>8.79</i>	<i>6.55</i>	<i>9.97</i>
<i>Non-PP pupil</i>	<i>5.8</i>	<i>4.54</i>	<i>6.57</i>
<i>Gap between PP and Non-PP pupil</i>	<i>-2.99</i>	<i>-2.01</i>	<i>-3.40</i>

#### **Progress and attainment at GCSE – 2020 - 2021:**

	PP Students (27)	Non-PP Students (118)
Average Total Attainment 8 Score	51.83	57.41
Average Attainment 8 Grade	5.18	5.74
Average KS2 prior attainment	100	102
Pupils Achieving a positive Progress 8 score	20 (74%)	94 (83%)

Average Total Progress 8 Score	0.64	0.83
% achieving a standard pass in English and in maths	20 (74%)	102 (86%)
% achieving a strong pass, or above in English and in maths	13 (48%)	80 (67%)
Average entries per pupil	7.6	7.8
Average EBacc Attainment 8	15.70	16.89
Average EBacc Attainment 8 grade	5.23	5.63
Average EBacc Progress 8	0.95	0.90
Average Open Attainment 8	15.46	17.43
Average Open Attainment 8 grade	5.15	5.81
Average Open Progress 8	0.33	0.70

*We are proud of the results that our PP students achieved last year and the gap between PP students and non-PP students closed. As a school, we were committed to delivering high-quality online provision and our regular contact with families of disadvantaged students during this period also helped maintain a valuable home/school dialogue and provide support for mental health and wellbeing.*

*Nevertheless, the impact of COVID on mental health, wellbeing, behaviour and academic progress cannot be underestimated and now that pupils are back in school on a full-time basis, we recognise the need to work harder than ever to monitor and support PP pupils around their attendance, behaviour, mental health, enrichment opportunities and also of course, their academic attainment and progress.*

## **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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Please note that the service pupil premium funding allocation is included within the 'activity in this academic year' section of this strategy statement.
What was the impact of that spending on service pupil premium eligible pupils?	Please note that the impact of the spending on service pupil premium eligible pupils is included within the 'strategy outcomes' section of this strategy statement.

