

The Corbet School pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	743
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2022- 2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Dr J Tinker (Headteacher)
Pupil premium lead	Mrs R Stokes (Assistant Headteacher)
Governor / Trustee lead	Mrs H Scarisbrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 80,770
Recovery premium funding allocation this academic year	£25,668
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	£106,438

Part A: Pupil premium strategy plan

Statement of intent

At the Corbet School, Pupil premium is overseen by Mrs R Stokes (Assistant Headteacher) and a Pupil Premium link Governor. However, every member of staff actively works to reduce the 'within school gaps' and bring attendance, behaviour, progress and attainment of our disadvantaged pupils to be at least in line with others nationally, and to reflect the excellent achievements of the pupils at The Corbet School. We are determined to support all our pupils 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
<p>To ensure that all staff and governors are aspirational for PP pupils and this is communicated effectively across the school.</p>	<ul style="list-style-type: none"> • Pupil Premium Strategy forms part of the SIP/DDPs and progress of PP pupils will be reviewed as part of the SIP and DDP reviews. • Pupil Premium Plan will be discussed during sub-committee and governing body meetings. • PP pupils will become a regular agenda item at SLT meetings, Subject 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.
<p>To continue to improve rates of progress for all PP pupils at KS3 and KS4, across all subjects.</p>	<ul style="list-style-type: none"> • 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. • 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. • Attainment and progress gaps to close at both KS3 and KS4 (PP pupils to remain significantly above other PP pupils nationally and achieve more closely in line with their Corbet School peers).
<p>To ensure that where there are gaps, intervention is used effectively and timely, and literacy and numeracy are prioritised.</p>	<ul style="list-style-type: none"> • Baseline assessments will be carried out to support the identification of any gaps in numeracy, reading and spelling. • The results of the baseline assessments will be fed back to staff and interventions put in place. • 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. • PP pupils will be meeting their aspirational targets in English and in maths and making expected levels of progress or better in these subjects.

Intended outcome	Success criteria
To ensure that PP attendance is in line with national and school average.	<ul style="list-style-type: none"> • The member of the Student Support team responsible for attendance will analyse the attendance of PP pupils as a specific group. • The attendance for PP pupils will be in line with national and school attendance and where there are gaps, the school is actively putting interventions in place.
To develop greater awareness and links between parent/carers and the school.	<ul style="list-style-type: none"> • Attendance at parents' evenings to be closely monitored for all pupils, especially PP pupils to ensure that there are high levels of engagement. • Termly reviews will be offered to all PLAC pupils as well as LAC pupils.
To ensure that we use tools, such as the PASS survey to identify PP pupils who require additional intervention around their social and emotional wellbeing.	<ul style="list-style-type: none"> • PASS survey to be used with all pupils and PP Lead 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.
To ensure that PP exclusion rates are in line with national and school average.	<ul style="list-style-type: none"> • Termly review of behaviour and exclusion data. • Exclusions for PP pupils will be in line with or better than school/national exclusion figures for non-PP pupils.
To ensure that we provide early IAG advice to engage PP pupils and raise aspirations.	<ul style="list-style-type: none"> • All pupils in Years 10 and 11, including PP pupils to have at least 2 careers appointments during KS4. • All pupils in Years 10 and 11, including PP pupils to have access to the Elevate training programme. • 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. • The ASPIRE programme may be offered to those pupils who are struggling in areas such as confidence and self-esteem.
To ensure that all PP pupils have access to extra-curricular activities at school.	<ul style="list-style-type: none"> • 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. • 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.

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: £35,100

Activity	Evidence/Rationale that supports this approach	Challenge number(s) addressed
SISRA data analysis package	Use of this tool ensures that ALL teaching staff can engage in effective data analysis of all pupils, including PP pupils.	2&3
Twinkl package for 10 users	The purchase of this tool has ensured that each department can access differentiated resources for less-able learners, within their subject-area.	2&3
Reading and spelling test resources	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
Additional teacher in both English and Maths to provide an extra class and to keep class sizes small.	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

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

Budgeted cost: £29,800

Activity	Evidence/Rationale that supports this approach	Challenge number(s) addressed
SPECTRA assessments	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.	1, 3 & 4
Homework club run by 2 members of staff.	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
MAT Coordinator	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
Revision skills seminar/resources	We are committed to ensuring that all pupils are well-prepared around revision skills and techniques, leading up to their GCSE exams	2&3
HLTA delivering Ruth Miskin's Synthetic Phonic programme	Annual reading and spelling tests reveal that we have a small number of pupils 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
Directed intervention, such as Maths tuition.	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
Access arrangement testing	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 pupils to achieve on par with their peers.	2 & 3

Activity	Evidence/Rationale that supports this approach	Challenge number(s) addressed
IDL literacy and numeracy programmes	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 pupils.	2&3

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

Budgeted cost: £41,538

Activity	Evidence/Rationale that supports this approach	Challenge number(s) addressed
Pupil 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
EWO	We have very good levels of attendance at The Corbet School, which is consistently above national average levels, but we do recognise that there is still a gap between PP and non-PP pupils and we are committed to reducing this.	1, 3 & 4
Staffing for Student Support (35%)	Student Support services forms an integral part of The Corbet School and the team support all pupils, including PP pupils around their behaviour and welfare.	1, 3 & 4
Enrichment activities, such as music lessons and funding of school trips	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 have access to enrichment activities such as music lessons and school trips, and we are committed to monitoring the engagement of PP pupils in these activities.	1, 3, 4 & 5
Purchase of PASS survey	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	1, 2, 3, 4 & 5

Activity	Evidence/Rationale that supports this approach	Challenge number(s) addressed
	pupils' attainment and engagement with learning and we use this assessment as a tool to indicate where further interventions may be required.	
ELSA training for 2 members of staff	We trained two members of staff last 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 are committed to the ongoing costs associated with the staff remaining accredited as ELSAs.	1, 3 & 4
EP Silver Package	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
Wellbeing Support Room	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. We are committed to continuing with this initiative during the academic year 2022-2023.	1, 3 & 4
SNAP behaviour profiling	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 pupils are in line with exclusion rates for non-PP pupils and with national average or better	1, 3 & 4

Total budgeted cost: £106,438

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 2021 to 2022 academic year.

Whole school attendance	2019-2020	2020-2021	2021-2022
PP pupils	91.21%	90.13%	89.15%
Non-PP pupils	94.22%	93.50%	91.30%
Gap between PP and Non-PP pupils	-3.01%	-3.37%	-2.15%

GCSE outcomes (2021-2022)	PP Pupils (20)	Non-PP Pupils (125)
Average Attainment 8 Grade	4.65	5.19
Average KS2 prior attainment	103.5	103.5
Average Total Progress 8 Score	-0.08	0.39
Achieving a 9-4 in English and maths	60%	75.2%
Achieving a 9-5 in English and maths	45%	56.8%
Average entries per pupil	7.8	8
Average English Attainment 8 grade	5.15	5.34
Average English Progress 8	-0.04	0.16
Average Maths Attainment 8 grade	4.45	5.10
Average Maths Progress 8	-0.26	0.49
Average EBacc Attainment 8 grade	4.58	5.18
Average EBacc Progress 8	-0.07	0.58
Average Open Attainment 8 grade	4.50	5.14
Average Open Progress 8	-0.34	0.30

The gap between PP attendance and non-PP attendance decreased last year, demonstrating that school interventions have had a positive impact. We made successful use of our Wellbeing Room last academic year to support pupils who were struggling to access school and/or manage high levels of anxiety.

We are proud of the results that our PP pupils achieved last year. As a school, we were committed to delivering high-quality provision and aiming to close the attainment/progress gap between PP and non-PP pupils even further this year.

We recognise the need to continue to work hard to monitor and support PP pupils around their attendance, behaviour, mental health, enrichment opportunities and 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?	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.