

Corbet School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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	729
Proportion (%) of pupil premium eligible pupils	20.16% (147 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Dr J Tinker (Headteacher)
Pupil premium lead	Mrs R Stokes (Assistant Head)
Governor / Trustee lead	Mrs Ellen Cholmeley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,430.00
Recovery premium funding allocation this academic year	£31,188.00
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	£132,618.00

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 students are affected by low levels of attendance.
2	For some PP students, 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 students 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 students.
4	Some PP students face challenges with regards to their mental health and well-being and this affects their attendance and engagement with school.
5	Some PP students 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"> . Pupil Premium Plan will be discussed during sub-committee and governing body meetings. . 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 students within their classes and they will set aspirational targets for these students.
<ul style="list-style-type: none"> . To continue to improve rates of progress for all PP students at KS3 and KS4, across all subjects. 	<ul style="list-style-type: none"> . Staff will use termly data entry points to analyse the data to ensure that PP students have targets which are aspirational (in line with their peers) and to ensure that PP students 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 students and their peers, both in terms of attainment and progress. . 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).
<ul style="list-style-type: none"> . To ensure that where there are gaps, intervention is used effectively and timely and literacy and numeracy are prioritised. 	<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 students are re-tested at the end of the year, students who have been in receipt of intervention will have made expected levels of progress or better. . PP students will be meeting their aspirational targets in English and in maths and making expected levels of progress or better in these subjects.
<ul style="list-style-type: none"> . To ensure that PP attendance is in line with national and school average. 	<ul style="list-style-type: none"> . 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. . 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.
<ul style="list-style-type: none"> . 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 students, especially PP students to ensure that there are high levels of engagement. . Termly reviews will be offered to all PLAC students as well as LAC students.

<ul style="list-style-type: none"> . To ensure that we use tools, such as Satchel Pulse and our own student surveys 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 students, particularly the most vulnerable PP students. 	<ul style="list-style-type: none"> . Satchel Pulse to be used with students and 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.
<ul style="list-style-type: none"> . 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 students will be in line with or better than school/national exclusion figures for non-PP students.
<ul style="list-style-type: none"> . To ensure that we provide early IAG advice to engage PP students 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 students to have access to the Elevate training programme. . Work experience/college applications will be monitored for all students, including PP students to ensure that every student has a placement, continuing the school's excellent record for its very low record of NEETS. . The ASPIRE programme may be offered to those students who are struggling in areas such as confidence and self-esteem.
<ul style="list-style-type: none"> . To ensure that all PP students 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 students taking part in activities is in line or higher than non-PP students and more parents/carers than ever are engaging in conversations around funding support, during these challenging times. . Analysis completed around the participation of PP students 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: £43,200

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 students, including PP students.	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 students 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 students in both English and Maths. This ensures that those students who are attending these classes are able to receive high levels of adult support and make accelerated levels of progress.	2 & 3
<i>Appointment of an EAL Coordinator to support a growing number of EAL students within the school</i>	As a school we are fully committed to supporting our increasing numbers of EAL students within the school. It is essential that these students receive quality-first teaching and targeted interventions within our school and staff feel well-informed of their needs. CPD around strategies for supporting EAL students will be delivered during the spring term 2024.	1,2,3,4 & 5
<i>Appointment of an additional LAC/PLAC DT</i>	Due to the high numbers of LAC and PLAC students, we have appointed an additional LAC/PLAC DT to ensure that EVERY LAC/PLAC student receives a termly review of their academic	1, 2, 3, 4 & 5

	progress, their attendance and their general wellbeing.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,500

Activity	Evidence/Rationale that supports this approach	Challenge number(s) addressed
<i>Homework club run by 2 members of staff.</i>	The homework club runs over 3 nights and it supports students 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>Revision skills seminar/resources</i>	We are committed to ensuring that all students are well-prepared around revision skills and techniques, leading up to their GCSE examinations and a wide number of subjects run revision sessions during the school day and after school. We also employ programmes, such as Educake, and Maths Watch, which provide online homework and revision for science and maths and Elevate is used to deliver study/revision skills seminars to improve student achievement.	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>AOPE intervention</i>	The AOPE award (Award of Personal Effectiveness – ASDAN) is an intervention that we use with a small number of our KS4 students. This award supports our students around the development of skills required for progression on to further education, training or employment.	2 & 3
<i>Directed intervention, such as Maths tuition.</i>	For those students who have significant gaps in their numeracy development, we use a Maths tutor to support	2 & 3

	students in making accelerated levels of progress around specific topics.	
<i>Access arrangement testing</i>	We closely monitor students in all year groups around the use of access arrangements and once the students reach KS4, they are then formally assessed by an external assessor. The access arrangements used ensure that students are not put at an advantage but rather they demonstrate a student's current way of working and enables students to achieve on par with their peers.	2 & 3
<i>IDL literacy and numeracy programmes</i>	For students 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
<i>Alternative Provision, such as REACH and Life Shed, as well as commissioned placements at TMBSS</i>	For a very small number of our students, we employ the services of alternative provision providers. Where this is the case, we ensure that there is very close monitoring of educational programmes in place to ensure that there are good outcomes for our students.	1,2,3 & 4

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

Budgeted cost: £42,918.00

Activity	Evidence/Rationale that supports this approach	Challenge number(s) addressed
SPECTRA/ARC services	We have increased our assessments this year to ensure that we have a greater range of strategies to support students, who have worked through our graduated response to behaviour within school. The reports completed by SPECTRA/ARC are often used to make further referrals to other services, such as Bee-U.	1,3 & 4
Student Counselling services	Since the pandemic we are more committed than ever to supporting the students in our school around their mental health. Although we have a range of interventions that we employ within school to support our students, with a small number of students, we	1,3 & 4

	may need to consider the use of counselling services.	
<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 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 is to review the staffing structures within Student Support.	1, 3 & 4
<i>Enrichment activities, such as music lessons and funding of school trips</i>	We recognise that some PP students may not have been exposed to the same cultural experiences as their non-PP peers. We are determined to provide ALL students within the Corbet School access to enrichment activities such as music lessons and school trips and we are committed to monitoring the engagement of PP students in these activities.	1, 3, 4 & 5
<i>Purchase of Satchel Pulse</i>	We have purchased this tool so that we can capture the students' voices and have a better understanding of why some students are reluctant learners. We are conscious that underlying issues can have an impact in students' 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 students 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 continue to be ELSA trained within our school.	1, 3 & 4
<i>EP Silver Package</i>	For some students, it is essential that we are able to access more detailed	1, 2, 3, & 4

	<p>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. In addition to the silver package, we have purchased 2 additional EP assessments this year to support our students in being able to access the support that they need.</p>	
<p><i>Wellbeing Support Room</i></p>	<p>In the academic year 2021-2022, we opened a Wellbeing Room to support students 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 students who are struggling to access school and/or are coping with mental health issues. This room has proved to be invaluable in supporting a wide range of individuals within school, particularly around their attendance and wellbeing and although numbers have increased massively since this intervention has opened, we are starting to see some signs of the numbers decreasing within this room and this is very positive.</p>	<p>1, 3 & 4</p>

Total budgeted cost: £132,618.00

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 although this was not unexpected, this does mean that attendance needs to be a primary focus for the current plan. We feel confident that we have the correct interventions in place this academic year to support students who are struggling to access school.

	2020-2021	2021-2022	2022-2023
PP students	90.13%	89.13%	87.86%
Non-PP students	93.50%	91.30%	92.00%
Gap between PP and Non-PP students	-3.37%	-2.15%	-4.14%

Progress and attainment at GCSE – 2022 - 2023

	PP Students (18)	Non-PP Students (130)
Average Total Attainment 8 Grade	4.12	4.87
Average KS2 prior attainment	103.5	104.5
Average Total Progress 8 score	-0.41	0.24
Achieving a 9-4 in English and maths	11 (61%)	88 (67%)
Achieving a 9-5 in English and maths	6 (33%)	62 (47%)

Average entries per pupil	7.4	8.1
Average English Attainment 8 grade	13 (48%)	80 (67%)
Average English Progress 8	-0.036	0.17
Average Maths Attainment 8 grade	4.39	4.73
Average Maths Progress 8	-0.04	0.18
Average EBacc Attainment 8 grade	4.09	4.81
Average EBacc Progress 8	-0.23	0.39
Average Open Attainment 8 grade	3.72	4.85
Average Open Progress 8	-0.87	0.18

We are proud of the results that our PP students achieved last year because although the gap between PP students and non-PP students widened slightly, this was not at all unexpected given the highly complex profile of some of our students. Indeed, we strongly feel that the gap would have been wider if we hadn't employed the high-quality interventions in place.

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 all pupils, including 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.

