

Corbet School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	727
Proportion (%) of pupil premium eligible pupils	15.5% (113 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Dr J Tinker (Headteacher)
Pupil premium lead	Mr G Simms (Deputy Headteacher)
Governor / Trustee lead	Mrs Janet Nicholls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,475.00
Recovery premium funding allocation this academic year	£0
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	£121,745.00

Part A: Pupil premium strategy plan

Statement of intent

At the Corbet School, Pupil premium is overseen by the Deputy Headteacher and a Pupil Premium Trustee. 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 raise the profile of PP students and to ensure that all staff and trustees are aspirational for PP students and this is	. Production of a PP register to ensure that ALL staff view these pupils as a priority group.

<p>communicated effectively across the school.</p>	<ul style="list-style-type: none"> . CPD to be delivered to staff around PP during the 2025-2026 academic year, around interventions and case study work. . 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. . Pupil Premium Plan will be discussed during sub-committee and trustee board meetings. . PP students will become a regular agenda item at SLT meetings, Subject Leaders' meetings, HOY 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 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. Please note that where data would indicate that a pupil is working between 2 grades, we will always choose the most aspirational target for students, particularly PP students. . 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 achieve more closely in line with their non-PP 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 SLT with responsibility for PP to termly analyse the attendance of PP students as a specific group and to liaise with the Assistant Head, with responsibility

	<p>for attendance to discuss key individuals and to review interventions in place.</p> <ul style="list-style-type: none"> . 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, such as RAMPS and the use of the Wellbeing Room, so that gaps between PP and non-PP pupils continues to reduce.
<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 continue to be offered to all PLAC students as well as LAC students. . Termly PEPs to be carried out by the two LAC DTs and for the quality of the PEPs to be no less than Good and to show rigorous use of funding to secure good outcomes for these students.
<ul style="list-style-type: none"> . To ensure that we use tools, such as pupil voice, our own student surveys and Boxall Profiling to identify PP students who require additional intervention around their social and emotional wellbeing. 	<ul style="list-style-type: none"> . Pupil surveys to be used with students and SLT to assess the results of PP pupils to inform interventions to be applied, such as mentoring, ELSA, Healthy Lives, RAMPS and the use of bespoke timetables and the Wellbeing Room provision. . Impact of interventions to be measured and reviewed. . Staff to be trained around the use of Boxall Profiling and this to be trialled with key individuals within the school.
<ul style="list-style-type: none"> . To ensure that PP suspension rates are in line with national and school average. 	<ul style="list-style-type: none"> . Termly review of behaviour and suspension data to be carried out by SLT. . Suspensions for PP students will be in line with or better than school/national suspension 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. . 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.
<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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53,550.00

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 students, including PP students and appropriate interventions can be put in place.	2 & 3
Additional teacher in both English and Maths to provide an extra class and to keep class sizes small.	As a school we employ smaller sets of between 12 and 15 students in both English and Maths in all year groups. This ensures that all students can receive quality-first provision around their literacy and numeracy needs and it ensures that we are one of the top performing schools within the county, with regards to both attainment and progress.	2 & 3
An EAL Coordinator to support a growing number of EAL students within the school	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 was delivered during the summer term of 2024 and OPPs are produced for all EAL students.	1,2,3,4 & 5
An additional LAC/PLAC DT	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 progress, their attendance and their general wellbeing.	1, 2, 3, 4 & 5

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

Budgeted cost: £34,650.00

Activity	Evidence/Rationale that supports this approach	Challenge number(s) addressed
Revision skills seminar/resources	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 across some subjects.	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 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, including the use of access arrangements.	2 & 3
HLTA delivering Ruth Miskin's Synthetic Phonic programme	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
CAPE intervention	The CAPE award is an intervention that we use with a small number of our KS4 students. This award replaces MFL on the curriculum offer and it supports our students around the development of their social and independence skills, which are key factors when they progress onto further education, training or employment.	2 & 3
Directed intervention, such as Maths tuition.	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.	
Access arrangement testing	We closely monitor students in all year groups around the use of access arrangements, these are used extensively across the school 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
Literacy and numeracy programmes	For students where there are gaps in their literacy and numeracy, we employ literacy and numeracy programmes during morning tutor times, such as High Intervention, a precision teaching approach around supporting pupils with their literacy skills. These interventions have proved to be very successful for a number of key individuals, including PP pupils, who have been able to make accelerated levels of progress.	2 & 3

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

Budgeted cost: £33,275.00

Activity	Evidence/Rationale that supports this approach	Challenge number(s) addressed
SPECTRA/ARC services	We have maintained a high number of 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, with a small number of students, we may need to consider the use of counselling services.	1,3 & 4

EWO	We have historically maintained very good levels of attendance at the Corbet School and we are more committed than ever to ensuring that this continues to be the case, moving forward. It is disappointing to note that the gap between PP and non PP students increased slightly during the last academic year and we are more committed than ever to ensuring that we improve the attendance of all students across the school including disadvantaged students.	1, 3 & 4
Staffing for HOY posts and the new Reflection Room	We have a very strong ethos of supporting all students within the Corbet School. We are continually striving to increase and improve our monitoring systems and improve outcomes and one of our key developments during 2024 and 2025 has been to strengthen the pastoral structures by focusing on the role of the tutor; introducing the HOY role and also, introducing a Reflection Room, which is staffed by two members of staff. The funding for this has continued into the academic year 2025-2026.	1, 3 & 4
Enrichment activities, such as music lessons and funding of school trips	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
ELSA training for 2 members of staff	We continue to fund 2 members of staff, who are ELSA trained, 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.	1, 3 & 4
<i>EP Silver Package</i>	For some students, 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 EHCNAs or alternative provision, in a very small number of cases.	1, 2, 3, & 4

Wellbeing Support Room	The Wellbeing Room continues to be an integral part of the school. 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 and this room has proved to be invaluable in supporting a wide range of individuals, who may otherwise not attend school at all.	1, 3 & 4
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Total budgeted cost: £121,475.00

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 2023 - 2024 academic year.

Attendance/Behaviour:

The gap between PP attendance and non-PP attendance increased slightly during the last academic year and we feel confident that we have the correct interventions in place to support students who are struggling to access school; however, attendance remains a priority for ALL of our students, including PP students, moving forward.

	2021-2022	2022-2023	2023-2024	2024-2025
PP students	89.13%	87.86%	88.82%	87.28%
Non-PP students	91.30%	92.00%	91.47%	91.95%
Gap between PP and Non-PP students	-2.15%	-4.14%	-2.65%	-4.67%

Attainment at GCSE – 2024-2025:

Results for PP (36) V non-PP students (114)

<u>Measure</u>	<u>PP</u>	<u>Non-PP</u>
The number of students achieving at least 1 qualification	36 100%	114 100%
The number of students who achieved 5+ standard passes at a grade 4 and above, including English and Maths	15 41.7%	76 66.7%
The number of students who achieved a 9-4 pass in English	21 58.3% (NA 56.2%)	92 80.7%
The number of students who achieved a 9-4 pass in Maths	20 55.6% (NA (49.5%))	88 77.2%

The number of students who achieved a 9-4 in English & maths	45.5% (NA 43.5%)	
The number of students who achieved a 9-5 pass in English	17 47.2% (NA 41.2%)	70 61.4%
The number of students who achieved a 9-5 pass in Maths	14 38.9% (NA 30.7%)	68 59.6%
The number of students who achieved a 9-5 in English & maths	30.3% (NA 25.6%)	
The average attainment 8 grade	3.78 (NA 3.49)	4.72
The average English Attainment 8 grade	4.33	5.04
The average Maths Attainment 8 grade	3.83	4.89
The average EBACC Attainment 8 grade	4.05	5.02
The average Open Attainment 8 grade	3.84	4.84

NA data is for disadvantaged pupils

We are proud of the results that our PP students achieved last year because although the gap between PP students and non-PP students is still wider than we would like, this was not at all unexpected given the highly complex profile of some of our students, who faced a number of significant barriers within their learning. Indeed, we strongly feel that the gap would have been wider if we had not employed the high-quality interventions in place.

The impact of COVID on mental health, attendance, 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.

