



# **CORLEY CENTRE PUPIL PREMIUM STRATEGY**

The vast majority of students attending Corley Centre have a diagnosis of Autism. This must be taken into account when reviewing and implementing all policy procedures.

# Corley Centre Pupil Premium Strategy

## Our philosophy

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

This statement details our school's use of student premium (and recovery premium for the 2021 to 2022 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. The effect that the spending of pupil premium funds have had within our school will be evaluated in next year's strategy document.

We subscribe to DfE guidance that states: 'Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following three areas below but focusing on teaching quality - investing in learning and development for teachers.'

## School overview

Detail	Data
School name	CORLEY CENTRE
Number of students in school	135
Proportion (%) of student premium eligible students	45%
Academic year/years that our current student premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	January 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Mark White
Pupil premium lead	Sarah Rose
Governor / Trustee lead	Maureen Lea

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 51,570
Recovery premium funding allocation this academic year	£ 18,560 (estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£70,130
<p><b><u>Percentage of each year group that are Pupil Premium</u></b></p> <p>Year 7 26.92%            Year 8 45.83%            Year 9 56%            Year 10 50%            Year 11 47.62%            Year 12 50%            Year 13 44.44%</p> <p>KS3 32 students = 42%            KS4 21 students = 48.83%            KS5 8 students 47%</p> <p><b><u>Female PP - total 16 students</u></b>            11.85% of school population are female and PP            26.22% of our PP students are female            55.17% of our total female students are PP</p> <p><b><u>Male PP - total 45 students</u></b>            33.33% of school population are male and PP            73.77% of our PP students are male            42.45% of our total male students are PP</p> <p><b><u>EAL PP</u></b>            2.9% of school population EAL and PP            6.5% of our PP students are EAL            36.36% of our total EAL students are PP</p>	

## Part A: Student premium strategy plan

### Statement of intent

Our aim is to use student premium funding to help us achieve and sustain positive outcomes for our disadvantaged students. Whilst socio-economic disadvantage is not always the primary challenge our students face, we do see a variance in outcomes for disadvantaged students across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged students require it most, targeted support based on robust diagnostic assessment of need, and individualised support for our students to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged students, where funding is spent on whole-school approaches (e.g. high quality teaching), it will clearly benefit all students in our school. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged students with support to develop independent life and social skills, continuing to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for students that have been worst affected, including non-disadvantaged students.

- Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students:

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged students generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged students experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged students.
2	Our assessments, observations and discussions with students show that disadvantaged students are generally more likely to have language comprehension difficulties compared to non-disadvantaged students in our school. This is also in part due to their social and communication and autism needs.
3	Our assessments, observations and discussions with students show that disadvantaged students generally have greater challenges around communicating and expressing their needs than their peers, including expressive and receptive language, limited language and social interaction difficulties. This is also in association with their autism needs.
4	Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to develop cultural capital outside of school. In conjunction with their autism needs, students' social interaction skills are hindered by their disadvantage.
5	Our assessments, observations and conversations with students indicate that disadvantaged students often require additional support to develop personal skills, e.g., independent travel.
6	Our assessments, observations and discussions with students and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged students have been impacted by the pandemic to a greater extent than for other students. These findings are backed up by several national studies.
7	Attendance rates for PP students in some years is slightly lower than the non-PP students; this reduces their school hours and causes them to not perform as well as their 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
Improved attainment for disadvantaged students in all subjects, relative to their starting points as identified through baseline assessments.	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>An increase in the number of disadvantaged students entered for GCSE subjects. For those that are entered, results show a reduction in the attainment gap between disadvantaged students and their peers.</p>
Improved language comprehension for disadvantaged students so that they can independently comprehend subject-specific texts with challenging terminology.	<p>Assessment of students' language comprehension shows a reduction in the disparity in outcomes between disadvantaged students and their peers in our school to no more than 2% by the end of our strategy in 2024/25.</p> <p>High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP.</p>
Students can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes through Annual Reviews.
Disadvantaged students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with students and their families, students have a wider community engagement. Evidenced through Annual Review comments regarding engagement in outside activities. Participation in college visits and/or Work Experience and Work Related Learning.
Disadvantaged students feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	<p>All disadvantaged students are able to access high quality work experience and individual careers mentoring.</p> <p>By the end of 2024/25, disadvantaged students are progressing to higher or further education at the end of KS5 in the same numbers as their peers.</p>
Disadvantaged students attendance is improved over the course of the year.	Pupil premium students' attendance is on par with their peers.

## **Core Targets for the next three years:**

At the heart of everything we do is quality first teaching and learning. We do not want our interventions to be required to compensate for anything less than quality teaching and learning. Therefore, a significant amount of our budget is aimed at improving the quality of our teaching and learning. We also invest heavily in our recruitment and retention as well as supporting early career teachers. By continuing our relentless drive to maintain and improve the quality of teaching and learning, we expect to further improve the outcomes of all the students at Corley Centre.

We aim to identify skills and knowledge gaps and address them as early as possible. Therefore, during the academic year, we will ensure there is provision and interventions when needed. We have also identified the following additional targets that we endeavor to improve through use of the Pupil Premium Grant.

When comparing our Pupil Premium and Non-Pupil Premium cohort our intent is that there will be:

1. No significant differences in progress measures.
2. No significant differences in attainment measures.
3. No difference in the engagement of PP and non-PP students in extra-curricular activities at Key Stage 3, Key Stage 4 and Post 16.
4. Ensure that no child is prevented from accessing opportunities due to their financial background.

## Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) this academic year to address the challenges listed above:

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Intent
Focus on Feedback as part of quality first teaching and learning.	Relentless push for quality first teaching and learning. Ensure that CPD focuses on quality first teaching and learning. Development of further CPD to focus on the quality of feedback as part of quality teaching across the school.  Best Practice (EEF +8 months)	All PP students meet or exceed targets as a result of quality first teaching.
Progress and Pastoral Leads champion Pupil Premium	Champion the cause of PP students, challenge the strategic direction of the school (with PP in mind), track progress and act fast to close any emerging differences. Lead other champions (when in post). Link with the governing body concerning the spending of the Pupil Premium. Ensure that every child is known by every member of staff.	All staff are fully aware and equipped to meet the emerging needs of PP students. Emerging differences are identified quickly.
Attendance and Inclusion Manager with focus on FSM attendance. Increased engagement with parents.	Track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students. Set high expectations. Increase parental contact. Mentors will make initial contact. Review of data tracked and actions put in place. Specific intensive intervention where attendance takes a 3% hit or is below 94%.	There is no difference between the attendance of PP students and other students.
Progress and Pastoral Leads champion PP engagement.	Ensure that every PP student is known to the Progress Team and that their progress is tracked. Tackle any emerging needs. Set a model of high expectation. Increase and track the amount PP students taking part in extracurricular activities, sporting events, competitions tec.	There will be no difference in participation rates of PP students when compared to other students.



<p>Year 7 literacy screening and subsequent specialist, targeted intervention as well as wider whole cohort intervention.</p>	<p>Year 7 cohort: Appropriate screening of students upon entry to the school to identify students requiring literacy interventions.</p> <p>Hamilton Trust: Intensive phonics intervention programme.</p> <p>Accelerated reader programme: access through literacy timetabled lessons.</p> <p>Read Write Inc: Intensive reading intervention for targeted students.</p> <p>Best Practice (EEF +5 months) – Reading comprehension strategies</p>	<p>Year 7 literacy levels will show no disparity on the ground of PP by the end of Year 7.</p>
<p>Through Careers Policy and Careers Plan. Ensure Careers Education is planned for throughout all subjects.</p> <p>Careers Advisor to meet with all students from Year 10.</p>	<p>Increase the aspirations of all students and ensure that PP students have the independent careers advice that they need. Increase exposure to people from different careers and routes. Ensure students have financial education.</p>	<p>Destination outcomes of PP students will be aspirational. There will be a broad range of destinations that challenges stereotypes.</p>
<p>Staffing levels within English and Maths increased to allow focus class across all Key Stages</p>	<p>Core subject staffing to ensure that students are with the right teachers for their individual needs. Building capacity to have extra intervention (outside of normal class time) if and when needed. Also, allow staff to engage in peer tutoring scheme. A member of staff to focus on form time numeracy.</p>	<p>All PP students will be fully equipped to achieve the basic qualifications of English and Maths.</p>
<p>Personal Equipment supplied as and when required.</p>	<p>(1) Specialist IT equipment, eg laptops, kindles</p> <p>(2) Personal Text Books and revision materials.</p> <p>(3) Calculators.</p> <p>(4) PE uniform.</p> <p>(5) School uniform</p> <p>(6) Work Related Learning equipment.</p>	<p>No child will be disadvantaged because of their background.</p>
<p>Funding available to support with any/all educational visits.</p>	<p>Pupil Premium funding will be available to help students take part in educational trips and visits including Dol Y Moch</p>	<p>No child will be disadvantaged because of their background.</p>
<p>Breakfast provided as and when required for PP students</p>	<p>Student support stocked with breakfast supplies for students when required.</p> <p>Exam Breakfast provided before all mock and final GCSE exams in KS4 to ensure PP</p>	<p>Free exam breakfast for all PP students</p>

	students are nourished and ready for the exam.	
To improve the performance of pupils in the written components of the English curriculum	Read Write Inc programme introduced across the school.  Teachers and TAs trained to deliver programme.	Increased literacy levels
High aspirations for all students by all staff.	Traditionally, we have observed that students from more disadvantaged background, on average, lack the aspiration of their non-disadvantaged peers. This can often be seen in the numbers aspiring to continue to study or undertake higher level apprenticeships. All staff will have high aspirations for all students, ensuring they are aware of their next step choices and can access careers advice.	

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

Activity	Evidence that supports this approach	Intent
Staffing levels within English, Maths and Science increased to allow focus class across all Key Stages	Core subject staffing to ensure that students are in smaller groups to meet their individual needs. Building capacity to have extra intervention (outside of normal class time) if and when needed. Also, allow staff to engage in peer tutoring scheme. A member of staff to focus on form time numeracy and literacy.  Best Practice (EEF +4 months)	Additional groups allow for small group sizes, allowing for more teacher time with each student.
Tutoring Remote through National Tutoring Programme	External virtual tutoring targeted at PP (including LAC) students where identified by either parents/carers or class teacher. Laptop also provided where required to improve home access.  Best Practice (EEF +5 months – one to one tuition)	Specialist teachers, particularly at Key Stage 4 support students below target following national lockdown.
Support vulnerable students with specific SEMH challenges caused by lockdown	To build capacity within the organisation to work closely with students who have SEMH needs. Student Support staff will have a particular focus on the relationship between home and school	Students feel safe and well and ready to learn.
Careers Interviews	Appointment of both a Trust Careers Advisor and Apprentice Careers Advisor to offer enhanced 1 to 1 meetings as well as regular drop in sessions for all student.	Student have access to independent careers guidance and advice to understand the opportunities available to them.

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

Activity	Evidence that supports this approach	Intent
Increase reading engagement.	Enhanced time available for library (once Testing Centre is moved), introduction of library focussed lessons, purchase of materials and whole school focus on reading. Including screening and catering for the bottom 20% of reading abilities. Assess to Dyslexia screening tools. Development of Reading Nooks around school to facilitate reading areas for all students.  (Best Practice EEF +5 months – Reading comprehension strategies)	Engagement of reading increasing leading to higher levels of attainment in English, also impacting literacy across the curriculum.
Sports Leaders. Duke of Edinburgh Award.	Funding to support students from more deprived backgrounds to access extracurricular leadership and service opportunities.  Best Practice (EEF - Sports Participation +4 months)	Students participate in activities building key skills, including social skills, while gaining a recognised qualification.
Work Related Learning	Funding to support students from more deprived backgrounds to access extracurricular leadership and service opportunities.  Best Practice (EEF - Sports Participation +4 months)	Students can access the work environment, gain key skills and qualifications which will support engagement in school.

**Total budgeted cost: £ 71,000**

## Part B: Review of outcomes in the previous academic year

### Student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicated that disadvantaged students academic and wider development outcomes were in general below their peers, by a very small degree, and in some cases exceeded non pupil premium peers.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most students' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when students were not in school, via resources designed by our own specialised staff and those provided by Oak National Academy. However, it was challenging to provide differentiated support to our students online who did not often want to take part in virtual lessons due to autism related anxieties.

Our assessments and observations suggested that for many students, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended

### 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 student 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 student premium allocation last academic year?	Not applicable
What was the impact of that spending on service student premium eligible students?	Not Applicable

We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for students to succeed. However, we do believe that one key to the narrowing of any difference in attainment is the careful and thorough monitoring and tracking of individual pupils. At Corley Centre this is carried out on a daily basis by our teaching staff. Teaching staff then report progress and attainment through our process of monitoring on a half termly basis which, in turn, allows middle and senior leaders to make informed choices regarding any interventions needed on an individual basis. We have a relentless drive to continually improve and enhance the quality of our teaching and learning to meet our students' needs.

At a strategic level, our Pupil Premium spending and impact are monitored and challenged by a named governor. We have adopted a set procedure for carrying out these checks. The reports of these checks and amendments are reported to the governing body.

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables students to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

### **Planning, implementation and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We used the EEF's families of schools database to look at the performance of disadvantaged students in schools like ours.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and improve quality to secure better outcomes for students over time.