



CORLEY ACADEMY

Inclusion Aspiration Perseverance Independence

PUPIL PREMIUM STRATEGY

2022-2025

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

Corley Academy 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 pupil 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 outcomes for disadvantaged pupils last academic year.

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 September 2024

Detail	Data
School name	CORLEY ACADEMY
Number of students in school	162
Proportion (%) of student premium eligible students	45.67%
Academic year/years that our current student premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mark White
Pupil premium lead	Mark White
Governor / Trustee lead	Maureen Lee

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£63,340

Recovery premium funding allocation this academic year	£ 0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27,282
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	£90,622

Part A: Student premium strategy plan

Statement of intent

Our intention is that pupil premium students at Corley Academy achieve as well as their non - disadvantaged peers in all subjects. We aim to achieve this by working together to overcome all barriers to our students' success, and not accepting social disadvantage as a predeterminer of any student's life chances.

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 helping students to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching. 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 and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

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	Data, assessments and quality assurance indicates that disadvantaged pupils generally have higher levels of reading comprehension than their peers, however the vast majority of both groups have a below age reading score. This is a barrier to achievement in all subjects. NGRT & CAT4 tests are used by the school to determine students' ability on entry to Year 7 in the absence of SATS.
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. All students have an EHCP.
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.
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
<p>Improved attainment for disadvantaged students in all subjects, relative to their starting points as identified through baseline assessments.</p> <p>Improved reading comprehension among disadvantaged pupils across KS3 and 4</p>	<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> <p>NGRT demonstrate improved comprehension skills among disadvantaged pupils and a smaller difference between the scores of disadvantaged pupils and their non-disadvantaged peers. Standardised age scores (SAS) for reading will be used to show finer detail in reading progression. Teachers will be more confident and proficient in using reading skills and other aspects of disciplinary literacy in the classroom to constantly improve and monitor reading.</p>
<p>Improved language comprehension for disadvantaged students so that they can independently comprehend subject-specific texts with challenging terminology.</p>	<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>
<p>Students can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Through achievement of EHC plan termly outcomes through Annual Reviews and EHCP Action Plans.</p>
<p>Disadvantaged students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through observations and discussions with students and their families, students have a wider community engagement. Evidenced through Annual Review comments</p>

	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.	All disadvantaged students are able to access high quality work experience and individual careers mentoring. 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.
Disadvantage 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 make up 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 Academy.

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 endeavour 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)

Budgeted cost: £15,679

Activity/Intent	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole School Reading Strategy with focus on Read Write Inc intervention.</p> <p>Whole staff training on all aspects of delivery.</p> <p>All resources bought for delivery of small groups across the school.</p>	<p>Read, Write, Inc and Read Write Inc Fresh Start deliver a well-structured, age-appropriate phonics programme that develops fluency and comprehension in readers as well as developing writing skills. The Educational Endowment Fund (EEF) conducted an independent evaluation of Read, Write, Inc Phonics in 2022 and found clear evidence that students who are eligible for free school meals (FSM) responded particularly well to Read, Write, Inc Phonics and made, on average, three months more progress compared to peers who were not engaged with the programme. The Teaching and Learning toolkit also identifies systematic and synthetic phonics approaches as having a positive impact in developing early reading skills. Although there is less data on Fresh Start and older readers specifically, this is something that is currently being explored (as suggested in the EEF report) but it is clear via the case studies and Ofsted reports on Ruth Miskin’s website (www.ruthmiskin.com) that positive reading habits, progress in literacy and confidence in communication underpins Read, Write, Inc Fresh Start.</p> <p>Phonics EEF</p>	<p>1</p>
<p>Focus on Feedback as part of quality first teaching and learning.</p>	<p>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</p>	<p>1,2</p>

<p>Teaching and Learning Working Group established to focus on feedback across subjects.</p> <p>All PP students meet or exceed targets as a result of quality first teaching.</p>	<p>quality of feedback as part of quality teaching across the school.</p> <p>Best Practice (EEF +8 months)</p>	
<p>Developing high quality teaching, assessment and a broad and balanced, knowledgebased curriculum that responds to the needs of students by expanding our Options choices for KS4 to include RE and Physics.</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloud-front.net)</p>	
<p>GL Assessments:</p> <p>Reading ages of all students to be assessed using NGRT 4 times a year: Au1; end of Au2; end of Sp2; end of Su2.</p> <p>Anomalous data to be quality assured using AR Star Tests.</p> <p>Embed Dyslexia screening and ensure all needed actions based on individual results are disseminated appropriately</p> <p>Technology and other resources to support high quality teaching and learning - for example, software to support diagnostic assessment.</p>	<p>Year 7 cohort: Appropriate screening of students upon entry to the school to identify students requiring literacy interventions.</p> <p>GL NGRT Reading tests.</p> <p>Read Write Ink: Intensive reading intervention for targeted students.</p> <p>Best Practice (EEF +5 months – Reading comprehension strategies</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2
<p>Professional development to support the im-</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p>	1,2

<p>plementation of evidence-based approaches training provided by a DfE validated systematic synthetic phonics programme ie Read, Write, Inc Interventions.</p> <p>More staff are quality assured Read, Write, Inc and other reading-based interventions trained to deliver to a wider group of students. PP students progress in reading tracked.</p>	<p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	
<p>Targeted interventions to support language development of literacy.</p> <p>Giglets reading at home programme purchased and utilized initially by English staff and parents.</p> <p>Invite parents and carers into school to engage in supporting reading at home</p> <p>Ensure all English staff have an understanding of Giglets and set homework from it on a weekly basis</p> <p>Ensure all parents and carers have an understanding of Giglets and any parents and carers with access issues given paper copies (as appropriate)</p>	<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<p>Attendance and Inclusion Manager with focus on FSM attendance. Increased engagement with parents.</p>	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	7

	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%.	
Progress and Pastoral Leads champion PP engagement.	Ensure that every PP student is known to the Progress Team and Mentor 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.	1,2,3
Through Careers Policy and Careers Plan. Ensure Careers Education is planned for throughout all subjects. Careers Advisor to meet with all students from Year 10.	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.	4,5
Staffing levels within English and Maths increased to allow focus class across all Key Stages	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.	1
Personal Equipment supplied as and when required.	(1) Specialist IT equipment, eg laptops, kindles (2) Personal Text Books and revision materials. (3) Calculators. (4) PE uniform. (5) School uniform (6) Work Related Learning equipment.	4,5
Funding available to support with any/all educational visits.	Pupil Premium funding will be available to help students take part in educational trips and visits including Dol Y Moch	4,5

<p>Breakfast provided as and when required for PP students.</p> <p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance</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 students are nourished and ready for the exam.</p> <p>Corley Academy subscribes to Magic Breakfast Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	4,5
<p>High aspirations for all students by all staff.</p>	<p>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.</p>	All

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

Budgeted cost: £58,450

Activity/Inten t	Evidence that supports this approach	Challenge number(s)) addressed
<p>Staffing levels within English, Maths and Science increased to allow focus class across all Key Stages</p> <p>Additional groups allow for small</p>	<p>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.</p> <p>Best Practice (EEF +4 months)</p>	1,2,3

group sizes, allowing for more teacher time with each student.		
VR Headsets	<p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Virtual reality fully immerses students and completely focuses their senses on the teaching topic. When experiencing topics as if they're reality, students' brains create clear, detailed mental maps, helping to improve knowledge retention by up to 75%.</p> <p>Virtual reality benefits special education by creating new opportunities and opening up accessibility. From immersive sensory rooms to important life skills, teachers can create personalised learning environments that align to students' specific learning contexts and meet their individual needs.</p> <p>Benefits of Taking a Virtual Field Trip in Immersive Virtual Reality: Evidence for the Immersion Principle in Multimedia Learning Educational Psychology Review (springer.com)</p>	2,3,4
Caroline Dyson – Hypnotherapy and Councelling	<p>The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p>Supporting children with special educational needs and disabilities NSPCC</p>	2,3
<p>Drawing and Talking Intervention</p> <p>Games Therapy</p> <p>Small Animal Therapy</p> <p>Sensory Circuits</p> <p>Lego Therapy</p>	<p>Drawing and Talking enables school staff to assess the social and emotional skills of young people quickly and effectively, ensuring they can respond in the right way. Targeting support and action plans can be put in place almost immediately, with tailored strategies and activities that meet the needs of the individual student. Drawing and Talking - Home page</p> <p>PTUK's clinical evidence base, containing over 12,000 cases, shows that between 77% and 84% of children show a positive change through the use of play and creative arts therapies when delivered to PTUK standards. Using play in therapy helps people to express themselves in their own way; especially if they are struggling to understand how they are feeling, or are finding it hard to put their experiences into words.</p>	2,3

<p>Careers Interviews</p> <p>Student have access to independent careers guidance and advice to understand the opportunities available to them</p>	<p>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. Prospects.ac.uk</p>	<p>5</p>
<p>Class laptop sets</p> <p>40 laptops for use within subject areas.</p>	<p>EEF Digital Technology Summary of Recommendations.pdf</p>	

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

Budgeted cost: £ 14,888

Activity/Intent	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase reading engagement.</p> <p>Engagement of reading increasing leading to higher levels of attainment in English, also impacting literacy across the curriculum.</p>	<p>Enhanced time available for library 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.</p> <p>(Best Practice EEF +5 months – Reading comprehension strategies)</p>	<p>1,4</p>
<p>Sports Leaders. Duke of Edinburgh Award.</p>	<p>Funding to support students from more deprived backgrounds to access</p>	<p>4</p>

<p>Students participate in activities building key skills, including social skills, while gaining a recognised qualification.</p>	<p>extracurricular leadership and service opportunities.</p> <p>Best Practice (EEF - Sports Participation +4 months)</p>	
<p>Work Related Learning</p> <p>Students can access the work environment, gain key skills and qualifications which will support engagement in school.</p>	<p>Funding to support students from more deprived backgrounds to access extracurricular leadership and service opportunities.</p> <p>Best Practice (EEF - Sports Participation +4 months)</p>	<p>4,5</p>

Total budgeted cost: £89,017

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments for KS3.

Our internal assessments during 2023-2024 indicated that disadvantaged students academic and wider development outcomes were in general in line with their peers, by a very small degree, and in some cases exceeded non pupil premium peers.

End of year analysis of the above data informs us our pupil premium learners made better or similar progress than their peers. This can be attributed to the impact of the approaches implemented within our pupil premium strategy statement as indicated below:

KS3 Summer 2 2024	English	Maths	Science	PSHCE
Pupil Premium % who made expected or more than expected progress	81%	94%	75%	92%
Non Pupil Premium % who made expected or more than expected progress	90%	92%	78%	94%

KS4 Summer 2 2024	English	Maths	Science
Pupil Premium % who met or exceeded KS4 target	89%	91%	100%
Non Pupil Premium % who met or exceeded KS4 target	60%	86%	100%

Additional Pupil Premium spend last year included:

- Supportive funding for students to access Dol-y-moch
- Support for parents to provide uniform for students
- Students accessing work related learning and work placement transport so they were not at a disadvantage to access these resources.
- Renovation of Intervention/Therapy room.
- Food Vouchers for off site work experience placements.
- Dog Therapy Training.
- GL Assessments

- Training more minibus drivers to enable more after-school visits.
- Breakfast increased to include all students.
- Increased number of sensory rooms across school.
- OT assessment for individual students.
- Duke of Edinburgh subscription.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.

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
Read, Write Inc	Ruth Miskin
Dr C Ludham Ed Psychologist – Behavioural support	Coventry City Council SEND support services
Counselling	C Dyson – Mental Health in Schools

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 Academy this is done on a daily basis by our teaching staff. Teaching staff then to 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 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 quality improvement to secure better outcomes for students over time.