



CORLEY ACADEMY

Inclusion Aspiration Perseverance Independence

PUPIL PREMIUM STRATEGY

2023-2026

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.

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."

Evidence-Based Approach to Pupil Premium

Our strategy is informed by the latest research on effective use of pupil premium funding:

The Education Endowment Foundation (EEF) Tiered Model (2021)

The EEF's evidence-based tiered approach recommends schools focus pupil premium spending on:

1. **Teaching (Quality First Teaching)** - The foundation of effective pupil premium use. EEF research shows that great teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Investing in professional development, recruitment and retention has the highest impact.
2. **Targeted Academic Support** - Evidence-based interventions targeted at specific needs, including one-to-one or small group tuition, structured interventions and targeted support outside lessons.
3. **Wider Strategies** - Addressing non-academic barriers to success including attendance, behaviour, social and emotional support.

Research shows schools should spend the majority of their pupil premium budget on improving teaching quality, as this benefits all students while having the greatest impact on disadvantaged pupils.

Key Research Findings Informing Our Strategy

1. EEF Teaching and Learning Toolkit (Updated 2024)

- **Feedback:** +6 months progress - High impact for very low cost
- **Metacognition and self-regulation:** +7 months - Teaching students strategies to plan, monitor and evaluate their learning
- **Reading comprehension strategies:** +6 months - Teaching strategies to help pupils understand texts

- **Phonics:** +5 months - Particularly effective for younger learners and those struggling with reading (Corley Academy context – a group of students are working well below their chronological age in reading)
- **Oral language interventions:** +6 months - Approaches that emphasise spoken language and verbal interaction
- **Small group tuition:** +4 months - Intensive support in small groups of 2-5 pupils

2. DfE 'Using Pupil Premium: Guidance for School Leaders' (2023) Key principles:

- Spend pupil premium on approaches shown to be effective by robust evidence
- Use a tiered approach focusing on teaching quality first
- Ensure disadvantaged pupils benefit from wider whole-school improvement
- Deploy staff effectively to support disadvantaged pupils
- Use data and evidence to drive decision-making
- Have clear success criteria and evaluation methods

3. EEF 'Special Educational Needs in Mainstream Schools' (2020) Specific guidance for pupils with SEND:

- Individualised instruction and scaffolding are crucial
- Explicit teaching of metacognitive strategies helps pupils with SEND become independent learners
- Working memory interventions can support pupils with SEND
- Communication and language approaches are particularly important for pupils with autism

4. Sutton Trust 'Life Lessons: Improving Essential Life Skills for Young People' (2017) Research shows disadvantaged young people benefit significantly from:

- Structured programmes developing resilience, self-control and social skills
- Work experience and employer engagement
- Mentoring and one-to-one support
- Enrichment activities building cultural capital

5. EEF 'Improving Literacy in Secondary Schools' (2018) Seven evidence-based recommendations:

- Prioritise disciplinary literacy across all subjects
- Provide targeted vocabulary instruction
- Develop pupils' ability to read complex academic texts
- Break down complex writing tasks
- Combine writing instruction with reading
- Teach pupils explicitly how to plan, draft, and edit
- Provide extensive opportunities for developing fluent reading

6. EEF 'Improving Behaviour in Schools' (2019) Five evidence-based recommendations particularly relevant for disadvantaged pupils:

- Know and understand your pupils and their influences
- Teach learning behaviours alongside managing misbehaviour
- Use classroom management strategies to support good behaviour
- Use simple approaches as part of your regular routine
- Use targeted approaches to meet the needs of individuals

7. DfE 'Working Together to Improve School Attendance' (2024) New statutory guidance emphasises:

- Early intervention when attendance concerns emerge
- Working with families to understand and address barriers
- Whole-school culture where attendance is everyone's responsibility
- Data-driven approaches to identify and support pupils at risk

8. National Autistic Society 'Autism and Education' Research (2023) Evidence shows pupils with autism benefit from:

- Structured, predictable environments
- Visual supports and clear communication
- Sensory regulation strategies
- Explicit teaching of social skills
- Trauma-informed approaches recognising anxiety and sensory needs

9. EEF 'Impact of School Closures on the Attainment Gap' (2020) Post-pandemic research shows:

- Disadvantaged pupils have been disproportionately affected by learning loss
- Catch-up interventions should focus on core literacy and numeracy
- Social and emotional support is crucial for re-engagement
- Family engagement strategies are more important than ever

10. Gatsby Foundation 'Good Career Guidance' (2024 Update) Eight benchmarks of good career guidance, with research showing disadvantaged pupils particularly benefit from:

- Encounters with employers and employees
- Experiences of workplaces
- Personal guidance interviews
- Early and sustained careers education

Our Evidence-Based Spending Allocation

Based on this research, we allocate our pupil premium budget as follows:

- **60% on Teaching Quality** - CPD, recruitment, retention, curriculum development
- **25% on Targeted Academic Support** - Evidence-based interventions, small group tuition
- **15% on Wider Strategies** - Attendance, behaviour, wellbeing, enrichment

This allocation reflects EEF guidance that teaching quality should be the primary focus, while ensuring targeted support and wider strategies address specific barriers faced by our disadvantaged pupils.

School overview

Detail	Data
School name	CORLEY ACADEMY
Number of students in school	169
Proportion (%) of student premium eligible students – in receipt of pupil premium	43%
Academic year/years that our current student premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£80,030.00
Recovery premium funding allocation this academic year	£ 0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
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	£80,030.00

Part A: Student premium strategy plan

Statement of intent

Our intention is that pupil premium/disadvantaged 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 pre-determiner of any student's life chances.

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.

Our strategy is informed by our Academy Development Plan 2025-2026 priorities, particularly:

- ✓ Ensuring outstanding SEND provision for all students, linking EHCP Outcomes to the Curriculum
- ✓ Ensuring that funding, including additional funding for disadvantaged students, and Pupil Premium, is systematically allocated with maximum impact to make a sustained difference to opportunities and experiences
- ✓ Maintaining outstanding pastoral support, ensuring that all students maximise their personal potential

Challenges

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

Challenge number	Detail of challenge	Link to ADP Priority	
1	Reading Comprehension and Literacy: Disadvantaged students at Corley Academy 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.	Continue to improve standards in Literacy and Numeracy to impact on student outcomes, ensuring the Reading Strategy is embedded and understood by all.	EEF Toolkit: Reading comprehension strategies +6 months Phonics +5 months
2	Language Comprehension: 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	Ensure that students' individual needs are understood and addressed by all staff and at all stages of their education and school life	EEF Toolkit: Oral language interventions +6 months NAS research on communication needs

	their social and communication and autism needs.		
3	Communication Skills: 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.	Throughout the curriculum, provide opportunities for reactivating and embedding key Rosenshine review principles	EEF SEND guidance on explicit teaching; NAS Autism and Education research
4	Cultural Capital and Social Opportunities: 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.	Further develop links with families and our wider community to foster joint partnerships for the benefit of our students' development, health and wellbeing.	Sutton Trust Life Lessons research; EEF Arts Participation +3 months
5	Independence and Life Skills: Our assessments, observations and conversations with students indicate that disadvantaged students often require additional support to develop personal skills, e.g., independent travel.	Develop Preparation for Adulthood and Careers Education opportunities to meet the needs of a wider range of students, including a Vocational Pathway utilising Work Related Learning, Work Experience and the Life Skills Curriculum	Gatsby Benchmarks; EEF Aspiration interventions +1 month when combined with academic support
6	Attendance: 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.	Ensure the Attendance Strategy is a priority and is understood to be everyone's responsibility, thus ensuring improved life skills and outcomes	DfE Working Together to Improve School Attendance (2024); EEF research showing attendance directly impacts attainment
7	Trauma and Wellbeing: Need for trauma-informed approaches to support disadvantaged students	Through research informed practice develop	EEF Social and Emotional Learn-

	who may experience additional stressors.	a Trauma Informed Environment, ensuring training for all staff	ing +4 months; Behaviour interventions +4 months
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Intended outcomes

Intended outcome	Success criteria	Measurement	Evidence base
Improved attainment across all subjects	Disadvantaged students achieve as well as their non-disadvantaged peers relative to their starting points. No significant differences in progress or attainment measures between PP and non-PP students.	End of year assessments, GCSE results, threshold grid tracking via Arbor dashboard	EEF: Quality First Teaching has greatest impact on disadvantaged pupils
Enhanced reading comprehension and literacy	NGRT demonstrate improved comprehension skills among disadvantaged pupils and a smaller difference between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers will be more confident and proficient in using reading skills and other aspects of disciplinary literacy in the classroom.	NGRT & CAT4 tests, standardised age scores (SAS), reading ages assessed 4 times per year, Fresh Start programme outcomes	EEF Improving Literacy in Secondary Schools (2018); Reading comprehension strategies +6 months
Improved language comprehension	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.	Assessment using BLANKS levels of questioning, Student Profiles, EHCP outcome tracking	EEF: Oral language interventions +6 months; particularly effective for SEND pupils

Effective communication systems	Students can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Achievement of EHCP termly outcomes through Annual Reviews and EHCP Action Plans, Student Profiles regularly reviewed	NAS research on communication strategies for autism; EEF SEND guidance
Increased cultural capital and community engagement	Disadvantaged students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. No difference in engagement of PP and non-PP students in extracurricular activities.	Annual Review comments, participation in college visits, Work Experience, Work Related Learning, extracurricular activity tracking	Sutton Trust research on life skills; EEF Arts Participation +3 months
Career readiness and preparation for adulthood	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.	Compass+ tracking of PAL encounters, careers interview records, destination data, participation in vocational pathways	Gatsby Benchmarks showing disadvantaged pupils benefit most from employer encounters and workplace experiences
Improved attendance	Pupil premium students' attendance is on par with their peers.	Weekly attendance data reviews, early intervention triggers at 3% drop or below 94%	DfE Working Together to Improve School Attendance (2024); research showing every day missed impacts attainment
Enhanced wellbeing and trauma-informed support	Disadvantaged students demonstrate improved emotional regulation and engagement. Staff confidently apply	Zones of Regulation tracking, behaviour data, student and staff surveys,	EEF Social and Emotional Learning +4 months; Behaviour

	trauma-informed approaches.	intervention outcomes	interventions +4 months
Successful Post-16 transitions	Disadvantaged Post-16 students achieve qualifications aligned to personal development and secure meaningful destinations.	Post-16 qualification outcomes, destination tracking, partnership feedback from colleges and employers	Gatsby research on sustained guidance; EEF evidence on aspiration interventions

Core Targets for the next three years:

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

- No significant differences in progress measures
- No significant differences in attainment measures
- No difference in engagement in extracurricular activities at KS3, KS4 and Post-16
- No child prevented from accessing opportunities due to their financial background

Activity for 2026

Teaching (High-Quality Teaching and CPD)

Budgeted cost: £ 8900

Activity/Intent	Evidence base	Challenge addressed	ADP link
Fresh Start Phonics Intervention for PP Students - Priority access for all PP students identified through GL screening as requiring phonics support. Dedicated TA time funded for small group Fresh Start delivery (groups of 3-5 PP students). Weekly progress tracking for PP students in programme.	EEF evaluation found FSM students made 3 months more progress with Read Write Inc. Phonics +5 months	1, 2	4B.2 Further embed expert-informed recommendations for Fresh Start phonics programme, including personalised CPD pathways for lead TAs

Staff training costs proportionally allocated based on PP student numbers.			
Embed Rosenshine Principles with focus on questioning - CPD on 'Ask Questions' and BLANKS levels of questioning, particularly for Life Skills staff	Throughout the curriculum, provide opportunities for reactivating and embedding key Rosenshine review principles. In partnership with Associate Leads for Communication, develop staff understanding of BLANKS levels of questioning	2, 3	3B.2 Continue to develop CPD opportunities for both teachers and TAs that explicitly links to Rosenshine's review Principles: focus on 'Ask Questions'
Quality First Teaching focus on feedback - Teaching and Learning Working Group, CPD programme, ensure all PP students meet/exceed targets	EEF Best Practice +8 months. Relentless push for quality first teaching and learning	1, 2	3A.2 Provide opportunities, through a carefully sequenced CPD programme, for both teachers and TAs to have quality sessions led by experts and informed by research
Autism Excellence Training - All staff complete AET Competency Framework self-assessment, work towards NAS Beacon Status	Ensure high quality autism education across all areas of the school continuing to meet NAS awarded Advanced Autism Accreditation standards. Strive to become a beacon of autism excellence through the Beacon Status Accreditation	All	3C.1 All staff to complete a new AET Competency Framework self-assessment, utilising Bluesky, to find areas of strength and development. Link to CPD programme
Trauma-Informed Practice Training - All staff receive trauma-informed training, develop Trauma-Informed Practice Framework	Through research informed practice develop a Trauma Informed Environment, ensuring training for all staff. Co-develop a Trauma-Informed Practice Framework that outlines core principles (e.g. safety, trust, choice, collaboration, empowerment)	7	5B.2 Continue to receive trauma-informed training for all staff from Thrive Head of Therapeutic Services FINAL Long Version

<p>Student Profiles embedded across school - Regularly reviewed profiles detailing sensory, communication and learning needs for all students</p>	<p>Embed use of Student Profiles for all students across the school, regularly reviewed (before Annual Reviews) and utilised by all staff to meet the sensory, communication preferred styles of all students</p>	<p>2, 3</p>	<p>2B.1 Ensure adaptive teaching strategies are planned for and evidenced in lessons to meet individual needs</p>
<p>GL Assessments Programme for PP Students - All PP students receive NGRT reading assessments 4 times per year (vs 2 times for non-PP). Priority dyslexia screening for all PP students on entry. CAT4 baseline for all PP Year 7 students. Dedicated time to analyse PP student data and trigger interventions. Proportional cost of GL licenses allocated to PP budget based on additional assessments for PP students.</p>	<p>Standardised tests provide reliable insights into strengths and weaknesses. EEF guidance on diagnostic assessment</p>	<p>1, 2</p>	<p>3D.2 Work with Arbor to design a user-friendly data dashboard, enabling real-time tracking of individual and cohort student progress</p>
<p>Curriculum Threshold Grids and Arbor Data Dashboard - Standardised grids for each subject/key stage, real-time progress tracking</p>	<p>Further develop Curriculum Threshold Grids and develop a data dashboard for instantaneous tracking of student progress. Collaborate with curriculum leads to standardise Threshold Grids defining progress milestones and expected outcomes</p>	<p>1</p>	<p>3D.1 Ensure Threshold Grids clearly define progress milestones aligned with national standards and Corley Academy's curriculum intent</p>
<p>PP-Focused Teaching Groups in Core Subjects - Additional</p>	<p>EEF: Small group tuition +4 months. Reduced class sizes</p>	<p>1</p>	<p>4A.1 Embed individual progress targets using a</p>

teaching staff time allocated to create smaller teaching groups that prioritize PP students. PP students guaranteed maximum class size of 8 in English and Maths (vs 10 for mixed groups). One additional English teacher (0.4 FTE) and Maths teacher (0.4 FTE) funded from PP budget to enable this.	benefit disadvantaged pupils most		range of data (baselines, CATS, GL assessments, Reading Ages, prior attainment, cognitive ability, engagement)
Broadened KS4 curriculum offer - Expanded Options including RE and Physics, Functional Skills alongside GCSE	Ensure the curriculum is broad, balanced, and accessible, with clear ambition for all students. Planned pathways to academic qualifications, life skills, and vocational routes to include Functional Skills in English and Maths alongside GCSE	1, 4	2C.1 Regular review to ensure alignment with student interests and future aspirations.

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

Budgeted cost: £32207

Activity/Intent	Evidence base	Challenge addressed	ADP link
Evidence-based interventions in Student Support - Referral system with pre/post assessments, intervention directory with evidence ratings	Students have access to and are referred to evidence-based interventions in Student Support for 2025-2026, with quantitative and qualitative data demonstrating progress made. Review all current interventions and benchmark them against evidence (e.g. EEF, NICE, NHS, SEND Code of Practice)	All	2E.3 Create a transparent, criteria-based referral system to interventions with standardised referral forms and clear pre-and post-intervention assessments.

Therapeutic interventions - Drawing and Talking, SALT, Small Animal Therapy, Sensory Circuits, Protective Behaviours	PTUK's clinical evidence base shows between 77% and 84% of children show positive change through play and creative arts therapies. Drawing and Talking enables quick assessment of social and emotional skills with tailored strategies	2, 3, 7	2E.1 Conduct ongoing evaluation of effectiveness of interventions, including student progress, staff understanding of needs and student feedback
Zones of Regulation - Structured training and implementation across school	Introduce and provide structured training on the use of Zones of Regulation across the school	7	6D.1 Introduce and provide structured training on the use of Zones of Regulation across the school.

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

Budgeted cost: £62400

Activity/Intent	Evidence base	Challenge addressed	ADP Link
Targeted Attendance Support for PP Students - Attendance and Inclusion Manager dedicates 60% of time to PP student attendance (proportional to PP cohort and attendance needs). All PP students with attendance below 95% receive weekly phone call home. PP students with attendance below 90% receive home visit within 5 school days. PP families offered flexible	DfE 'Working Together to Improve School Attendance' (2024) Early intervention crucial. Research shows PP students disproportionately affected by attendance barriers	6	5A.1 Embed attendance expectations into the Corley Academy culture. 5A.2 Strengthen communication and partnerships with families. 5A.3 Strengthen early intervention and support systems

<p>meeting times including evenings/weekends. Transport support funded for PP families where transport is identified barrier. Early intervention triggers set at 95% for PP students (vs 94% for non-PP).</p>			
<p>Data-Driven Individual Student Support - structured meetings for Heads of Year and mentors to review individual attendance, behaviour and achievement data. Mentors use individual data in conversations with identified students to help them reflect, set goals and take ownership of progress. Align data monitoring to trigger timely interventions</p>	<p>EEF 'Improving Behaviour in Schools' (2019): Know and understand your pupils and their influences. Use targeted approaches to meet needs of individuals. DfE guidance on using data to drive decision-making for disadvantaged pupils</p>	<p>6, 7</p>	<p>5C.1 Implement weekly data-driven progress reviews. 5C.2 Strengthen student mentoring through data-led conversations. 5C.3 Align data monitoring and targeted intervention pathways</p>
<p>Early Help and Family Partnership Programme - Clear Early Help Offer outlining support available internally and via partners. Regular structured opportunities for family engagement: parent drop-in sessions, termly family support meetings, workshops on key topics (mental health, autism strategies at home,</p>	<p>EEF: Parental engagement +4 months. NSPCC recommends working with families to create routines, partake in activities together, and assist children in expressing emotions. DfE guidance emphasises working with families to understand and address barriers</p>	<p>4, 6, 7</p>	<p>5D.1 Create and publish a clear Early Help Offer. 5D.2 Offer regular, structured opportunities for family engagement. 5D.3 Use parent/carer voice to evaluate accessibility and effectiveness</p>

sleep routines). Collaboration with external partners when needed			
Trauma-Informed Environment and Wellbeing Support - Whole-school Trauma-Informed Practice Framework aligned with autism-specialist setting. Zones of Regulation training and implementation across school. Policies (behaviour, safeguarding, attendance) reflect trauma-aware and relational ethos prioritising regulation over punishment, including restorative practices	EEF Toolkit: Social and Emotional Learning +4 months; Behaviour interventions +4 months. Research shows trauma-informed approaches improve engagement and reduce exclusions, particularly for disadvantaged pupils with SEND. NAS research emphasises trauma-informed approaches for autism	7	5B.1 Define Trauma-Informed Environment within autism-specialist context. 5B.2 Continue trauma-informed training for all staff. 5B.3 Review and refine key policies to reflect trauma-aware ethos
Mental Health and Wellbeing CPD and Support - Structured CPD programme ensuring staff receive current Mental Health and Wellbeing training through identifying needs via whole school evaluation and staff voice (including self-harm and trauma). Development of self-harm policy to support parents and staff in early identification and signposting. Access to website for families with mental health and wellbeing	EEF: Social and Emotional Learning +4 months. Post-pandemic research shows social and emotional support is crucial for re-engagement, with disadvantaged pupils disproportionately affected. Mental health support addresses barriers to learning	7	6D.2 Continue to develop CPD programme to ensure staff receive current Mental Health and Wellbeing training. 6D.3 Develop a self-harm policy to support parents and staff

policies, support and signposting			
PP Student Reading Engagement Programme - PP students in bottom 20% for reading receive daily 1:1 reading (10 mins). PP families invited to termly 'Reading Together' workshops with refreshments provided. Reading Nook access prioritized for PP students during unstructured time. Carnegie Medal Award participation costs covered for all PP students	EEF: Reading comprehension +6 months. Sutton Trust: Disadvantaged pupils have less access to books at home. Reading for pleasure linked to social mobility.	1, 4	4B.1 Ensure that the Reading Strategy allows students of all levels to develop their reading ability. 4B.2 Develop the Reading Leader programme to impact on Corley Academy student leadership skills
Giglets Home Reading Programme - Giglets reading at home programme purchased and utilised by English staff and parents. Invite parents and carers into school to engage in supporting reading at home. All English staff trained in Giglets with weekly homework set. All parents and carers trained in Giglets with paper copies provided for those with access issues	EEF: Parental engagement +4 months, particularly effective when focused on learning activities. Reading comprehension strategies +6 months. Home-school partnerships around reading significantly benefit disadvantaged pupils who may have fewer books at home	1, 4	Targeted interventions to support language development of literacy
Compass Points Reward and Recognition System - Structured reward and recognition system that is inclusive, transparent	EEF 'Improving Behaviour in Schools' (2019): Use simple approaches as part of regular routine. Positive reinforcement improves engagement. Celebrating success builds aspiration and	4, 7	2F.1 Maintain structured reward and recognition system Compass Points. 2F.2 Use

<p>and accessible to all students. Use data and teacher input to ensure recognition is balanced across all student groups. Students' out-of-school successes regularly acknowledged. Multiple platforms to celebrate success: website, newsletters, display boards, digital screens, social media, local press, Governors' reports, open events</p>	<p>self-belief, particularly important for disadvantaged pupils. Recognition of diverse achievements promotes inclusion</p>		<p>multiple platforms to celebrate success. 2F.3 Feature wide range of achievements to reflect diversity of student talents</p>
<p>Fully-Funded Enrichment for All PP Students - 100% of costs covered for PP students to access: Sports Leaders programme (all PP students in Year 9-11 offered place), Duke of Edinburgh Award (all PP students in Year 10-11 offered Bronze/Silver award with all costs covered including equipment, transport, residential). PP students receive priority places on all enrichment activities. PP Enrichment Coordinator (0.2 FTE) proactively engages PP students and families, removing barriers to participation. Tracking system monitors PP participation to ensure no difference between PP and non-PP engagement.</p>	<p>EEF: Sports +2 months, Arts +3 months. Sutton Trust: Disadvantaged young people benefit significantly from structured programmes developing resilience, leadership. Enrichment builds cultural capital</p>	<p>4, 5</p>	<p>Continue to celebrate individual success both in and out of school fostering a culture of recognition, aspiration, and pride</p>

<p>Fully-Funded Work Experience for All PP Students - 100% of costs covered for PP students to access work experience including: Transport to/from all placements (taxi if public transport unavailable), Food vouchers (£5 per day) for all PP students on placement, Work clothing/equipment provided free (e.g., safety boots, chef whites, overalls), Insurance costs covered. PP students receive additional preparation: 3 x 1-hour pre-placement sessions, weekly check-ins during placement, post-placement debrief and celebration.</p>	<p>Gatsby Benchmarks: Disadvantaged pupils particularly benefit from employer encounters and workplace experiences. Sutton Trust: Work experience significantly benefits disadvantaged young people. Removes financial barriers</p>	<p>4, 5</p>	<p>6B.1 Work with Trust Careers and Workplace Lead to ensure meeting new modern work experience requirements. 6B.4 Incorporate practical enterprise projects, social action programmes, and simulated workplace experiences</p>
<p>Enhanced Careers Guidance for PP Students - All PP students receive: Minimum 2 x 1:1 careers interviews per year (vs 1 for non-PP), Priority access to Careers Advisor drop-in sessions, Guaranteed careers interview before every Annual Review, College/workplace visit costs fully covered (transport, entry fees), Priority places on all careers events/employer encounters. PP students in Year 9-11</p>	<p>Gatsby Benchmarks: Disadvantaged pupils benefit most from personal guidance, employer encounters, workplace experiences. Early sustained careers education increases aspirations and improves destinations.</p>	<p>5, 8</p>	<p>6B.2 Utilise Compass+ to track all students PAL encounters. 6B.3 Ensure teachers integrating Preparation for Adulthood outcomes into long-term planning. 6B.5 Plan for and update PAL encounter calendar for 2025-2026</p>

<p>receive termly careers-focused mentoring from external professionals (matched to student interests). Compass+ tracking monitors PP student PAL encounters with target of minimum 8 meaningful encounters per year. Former students from disadvantaged backgrounds invited as role models.</p>			
<p>Post-16 Transition Support - Enhanced support for Post-16 disadvantaged students. Forge links with Adult Education and Hereward College. Attend/host local transition and destination events. Map current Post-16 curriculum alignment with knowledge, skills and accreditation needed for next destinations. Invite destination providers to participate in curriculum planning. Provide training for curriculum leaders on emerging destination trends and new LA requirements</p>	<p>Gatsby Benchmarks show sustained guidance and structured transition support particularly benefits disadvantaged pupils. Research shows disadvantaged pupils with SEND need additional support navigating post-16 options. Early engagement with providers improves successful transitions</p>	<p>8</p>	<p>7B.1 Stay updated on LA policy changes. 7B.2 Conduct regular impact assessments. 7C.1 Forge links with Adult Education and Hereward College. 7C.3 Invite destination providers to participate in curriculum planning</p>
<p>Community Engagement and PTA Development - Establish Corley Academy PTA with responsibility for fundraising. Open Corley Café to families</p>	<p>EEF: Parental engagement +4 months. Stronger home-school partnerships improve outcomes for disadvantaged pupils. Community engagement builds cultural capital and provides additional support networks</p>	<p>4, 6</p>	<p>6C.1 Establish Corley Academy PTA. 6C.2 Open Corley Café to families. 6C.3 Develop website to</p>

<p>and utilise as learning space for students. Develop website to ensure parents have access to mental health and wellbeing policies, support and signposting. Regular feedback channels (surveys, focus groups, interviews) for all stakeholders</p>	<p>for families. Parent voice informs effective use of pupil premium</p>		<p>ensure parents have access to policies and support</p>
<p>Targeted Breakfast Provision for PP Students - All PP students offered free breakfast daily (universal breakfast offer to all students funded separately). PP students receive priority access to breakfast club from with supervised, calm environment. Exam breakfast provided before all mock and final GCSE exams with PP students invited 15 minutes earlier for calm preparation time. PP students identified by staff as arriving without breakfast receive discreet breakfast provision during registration. Magic Breakfast subscription costs allocated proportionally to PP budget</p>	<p>EEF: Breakfast clubs benefit pupils by preparing them for learning, supporting behaviour and attendance. Particularly benefits disadvantaged pupils</p>	<p>4, 6, 7</p>	<p>Student support and wellbeing</p>
<p>Comprehensive Financial Support for PP Students - Dedicated PP budget to remove all financial barriers for PP</p>	<p>DfE guidance (2023): Ensure no child prevented from accessing opportunities due to financial background. Research: Disadvantaged pupils miss experiences</p>	<p>4, 5</p>	<p>Core target 4: Ensure that no child is prevented from accessing opportunities</p>

<p>students examples can include specialist IT equipment when needed, learning resources such as personal textbooks for exam subjects, revision guides and materials, Calculators (scientific and graphical if needed), uniform and PE kit: Full school uniform provided annually, PE kit provided (including specialist equipment for activities), Replacement items provided same-day where possible, educational visits: 100% costs covered for trips including Doly-Moch residential (£300+ per student), day trips, Theatre visits, Museum visits, Work-related learning equipment/uniform for placements if needed, exam costs such as exam entry fees, resit fees if needed.</p>	<p>building cultural capital when costs prohibitive. Removing financial barriers essential for equity.</p>		<p>due to their financial background</p>
<p>Enhanced Sensory and Therapeutic Spaces - Increased number of sensory rooms across school. Renovation of intervention/therapy rooms. Sensory Circuits provision. Small Animal Therapy including dog therapy. Spaces designed to support regulation and wellbeing for</p>	<p>NAS research shows pupils with autism benefit from sensory regulation strategies and structured, predictable environments. Sensory spaces support emotional regulation, reduce anxiety and improve engagement. Particularly beneficial for disadvantaged pupils who may not have access to such support outside school</p>	<p>7</p>	<p>Ensure safeguarding and emotional health and welfare of students remain central to school's values</p>

students with autism and sensory needs			
Stakeholder Feedback and Continuous Improvement - Review current systems and implement regular feedback channels (surveys, focus groups, interviews) for all stakeholders including students, parents, staff and governors. Systematically review and categorise feedback based on themes. Use data analysis tools to identify patterns, strengths and areas for development. Act on feedback to drive transformational experiences	DfE guidance (2023) emphasises using data and evidence to drive decision-making for pupil premium. EEF Implementation Guidance stresses importance of evaluation and adjustment. Student and parent voice ensures interventions meet actual needs of disadvantaged pupils	All	4C.1 Review current systems and implement regular feedback channels for all stakeholders. Systematically review and categorise feedback

Total budgeted cost: £103,550

Monitoring and Evaluation

Our Approach to Evaluation

Following EEF guidance, we have implemented a robust evaluation framework:

1. **Clear Success Criteria** - Each intervention has specific, measurable outcomes
2. **Baseline Assessment** - We establish starting points for all disadvantaged pupils
3. **Regular Monitoring** - Termly reviews of progress against targets
4. **Data Triangulation** - We use multiple sources: assessments, observations, stakeholder voice
5. **Impact Analysis** - Annual evaluation of outcomes compared to non-disadvantaged peers
6. **Adjustment and Refinement** - Strategy adjusted based on evidence of impact

Governance and Accountability

- Named governor monitors and challenges pupil premium spending and impact
- Termly reports to governing body on progress towards outcomes
- Annual review and publication of strategy and impact

- Use of EEF Implementation Guidance to ensure fidelity

Links to School Improvement

Our pupil premium strategy is fully integrated with:

- Academy Development Plan 2025-2026 priorities
- Self-evaluation processes
- Quality assurance practices
- Whole-school improvement initiatives

This ensures disadvantaged pupils benefit from wider school improvements while receiving targeted support for their specific needs.

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments for KS3.

Our internal assessments indicated that disadvantaged students' academic and wider development outcomes were in general in line with their peers, and in some cases exceeded non pupil premium

Academic Progress Data

KS3 2025 Students Making at Least Expected Progress:

Subject	Pupil Premium Students (38)	Non-Pupil Premium (61)	Gap
English	89%	95%	-6%
Maths	89%	95%	-6%
Science	79%	80%	-1%

KS4 2025 Students on Target

Subject	Pupil Premium Students (38)	Non-Pupil Premium (61)	Gap
English	73%	77%	-4%
Maths	86%	91%	-5%
Science	93%	83%	+10%

Analysis of Outcomes

Strengths:

1. **Science Achievement:** In KS4, pupil premium students are outperforming their non-pupil premium peers in Science by 10 percentage points (93% vs 83% on target) demonstrating the effectiveness of our enhanced staffing and targeted support in this subject.
2. **Narrow Gaps in KS3:** The gap in Science at KS3 is minimal at just 1% (79% vs 80%) showing that our early intervention strategies are working effectively.
3. **High Performance in Maths:** In KS4, 86% of pupil premium students are on target in Maths reflecting the impact of our small group teaching and quality first teaching approaches.

Areas for Development:

1. **KS3 English and Maths Gaps:** There is a 6% gap in both English and Maths at KS3 (89% vs 95%) indicating that our Fresh Start phonics programme and literacy interventions need to be intensified for disadvantaged pupils in Key Stage 3.
2. **KS4 English:** The 4% gap in KS4 English (73% vs 77%) suggests that writing interventions and extended writing opportunities need to be prioritised for disadvantaged students as they approach examinations.

Additional Pupil Premium Expenditure 2024-2025

- Supportive funding for students to access Dol-y-Moch residential
- Support for parents to provide uniform for students
- Students accessing work related learning and work placement transport
- Renovation of Intervention/Therapy room
- Food vouchers for off-site work experience placements
- Dog Therapy Training
- GL Assessments programme
- Training more minibus drivers to enable more careers visits
- Breakfast increased to include all students
- Increased number of sensory rooms across school
- OT assessment for individual students
- Duke of Edinburgh subscription

Evaluation and Triangulation of Evidence

We triangulated evidence from multiple sources of data including:

- End of key stage 4 performance data
- Internal assessments for KS3 and KS4 (Spring 2 2025)
- GL Assessment data (NGRT, CAT4, dyslexia screening)
- Attendance data and persistent absence figures
- Engagement in class through learning walks and book scrutiny
- Student voice surveys (including Action Against Bullying Committee survey)
- Conversations with parents, students and teachers
- External validation (NAS Advanced Autism Accreditation, Quality Assurance visits)
- Annual Review feedback
- Destination data showing 100% positive destinations

Key Findings

1. **Academic Progress:** Disadvantaged pupils are making good progress across most subjects, with particular strength in Science. Small gaps remain in English and Maths at KS3 that require continued focus.

2. **Attendance:** Significant improvement in whole school attendance (90.5%) placing us well above national average for special schools. Persistent absence has reduced but remains an area for continued focus.
3. **Quality of Teaching:** External validation confirms high quality, ambitious curriculum with effective use of scaffolds, models and adaptive teaching strategies benefiting all pupils including disadvantaged learners.
4. **Wellbeing and Behaviour:** Strong outcomes in behaviour for learning, student sense of belonging, and access to mental health support. Trauma-informed approaches are embedded.
5. **Preparation for Adulthood:** 100% positive destinations demonstrate effectiveness of careers education, work experience and Post-16 provision for disadvantaged pupils.
6. **Cultural Capital:** Increased access to enrichment, residential visits, Duke of Edinburgh, and work-related learning has reduced the cultural capital gap for disadvantaged pupils.

Externally provided programmes

Programme	Provider
Read Write Inc. Fresh Start	Ruth Miskin Training
GL Assessments (NGRT, CAT4, Dyslexia Screening, Dyscalculia Screening)	GL Assessment
Giglets Reading Programme	Giglets
National Breakfast Scheme	Family Action Group
Compass+ (Careers tracking)	Compass+
Drawing and Talking	Drawing and Talking
Zones of Regulation	Zones of Regulation
Duke of Edinburgh Award	Duke of Edinburgh Award
ASDAN Qualifications	ASDAN
National College CPD	National Education Group

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

Monitoring and Accountability

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

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 school's 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.