

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery 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.

School overview

Detail	Data
Number of pupils in school	908 (Years 7 – 11) 88 (Sixth form)
Proportion (%) of pupil premium eligible pupils	21% including sixth form students
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Angela Reynolds (Principal)
Pupil premium lead	Kieran Fitzpatrick
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,860
Recovery premium funding allocation this academic year	£55,752
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	£258,612

Statement of intent

At Corby Technical School, our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment both academically and personally.

Our pupil premium strategy plan supports the implementation of our school ethos and curriculum aims, ensuring that for those students whose learning is vulnerable have barriers removed so that they can prosper onto the next stage of their academic journey and leave school as successful citizens.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.

Principles of the strategy:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Use assessment effectively to identify early intervention.
- Improve the reading age for students so they are closing the gap and falling in line with their chronological reading age.
- To provide a variety of opportunities to improve cultural capital within curriculum and through enrichment.
- Improve academic outcomes and careers education for students so that they are fully prepared for the next stage in their academic journey
- Provide appropriate provision for students that belong to vulnerable groups including disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Reduce the number of lesson removals and exclusions for pupil premium students.
2	Pupil premium students often enter key stage three with lower reading ages than non pupil premium students.
3	Pupil premium students making less progress than non-pupil premium students.
4	Attendance of pupil premium students is lower compared to other students due to changing or challenging home circumstances. Attendance has been a significant barrier to student progress and attainment.
5	Opportunities for cultural capital can be limited outside of school for pupil premium students which can affect aspirations. This can lead to barriers in learning as it can reduce their background knowledge and understanding of potential future educational destinations and career pathways.
6	Improve parental engagement with the school

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
Reduced behaviour issues and exclusions for disadvantaged students.	A reduction in lesson removals and exclusions for our disadvantaged students.
Rapid improvement in literacy progress in KS3	Reading and literacy ages improve, and common weaknesses identified and improved upon. This will be shown by improvements in GL assessment data and internal data.

Improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for disadvantaged students to be in line with national attendance. Students who are persistence absentees to decrease to fall in line national data.
Raising attainment and progress among disadvantaged pupils across the curriculum at the end of KS4.	Close the progress and attainment gap of disadvantaged students, with a particular focus on high prior ability students.
Improve opportunities for cultural capital	An increase in cultural capital opportunities from last academic year. Attendance of pupil premium students at co-curricular and trips and visits is in line with non-pupil premium students. All pupil premium in students' years 9, 11 and 13 to have 1:1 careers meetings with careers lead.
Improve parental engagement	Improved attendance at parent/carer evenings and learning insight evenings. Improved feedback from parent voice.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching</p> <ul style="list-style-type: none"> • Make sure teaching is rigorous and well planned to a consistently high level in all subjects. • Cognitive, metacognitive and self-regulated learning strategies used to support the 	<p>The Educational Endowment Foundation states that: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Cognitive, metacognitive and self-regulated learning strategies have been highlighted as a stand-out 'component of high quality teaching' from the Education Endowment Foundation. It has potential</p>	1, 2, 3, 5

<p>quality of teaching and learning</p> <ul style="list-style-type: none"> • Skilled teacher questioning to support the learning cycle. • Effective use of feedback and assessment to push learning forward. 	<p>to add 7 months' additional learning when utilised accurately.</p> <p>Questioning can deepen understanding; assess previous knowledge; address key misconceptions and supports each student to have a clear learning cycle.</p> <p>Feedback can refocus and redirect each student to a key area to support each student to reach their goals and make progress. Feedback can support students to make an additional 6 months' progress. Providing feedback has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>EEF Toolkit: Homework +5 months EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and self-regulation +7 months EEF Toolkit: Reading Comprehension strategies +6 months</p>	
<p>Professional development is evidence informed.</p> <ul style="list-style-type: none"> • National College membership • Provide a comprehensive targeted CPD programme with a focus on metacognition to increase results for high ability PP students. 	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.</p> <p>EEF Effective Professional Development guidance report.</p>	1, 2, 3, 5
<p>Use of internal and GL assessments</p>	<p>The EEF report on the RS Assessment showed that the Year 6 Pupil Premium group could now be around 7 months behind the nonPupil Premium group in Maths, a widening of 2 months since 2019.</p> <p>We are using the GL Assessments so that we can properly assess all of our students. Standardised tests can provide reliable insights into the specific strengths</p>	1, 2, 3

	and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional timetabled lessons created across the curriculum for Yr 11 students.</p> <ul style="list-style-type: none"> An extra lesson of English, Maths and Science a week after school. 	<p>Evidence from research suggests that extending the school day has a positive impact on average.</p> <p>EEF Toolkit: Extending school time +2 months</p>	2, 3, 5
<p>Students identified for early intervention.</p> <ul style="list-style-type: none"> GL assessment Data drops Internal assessment 	<p>Use of internal and GL assessment data to identify students underperforming and remove potential barriers.</p> <p>EEF Toolkit: Early Intervention +6 months</p>	2, 3,
<p>Improve access to revision materials for PP students.</p> <ul style="list-style-type: none"> Provide reduced cost revision guides Provide internally produced revision materials for all subjects. Bring in external groups/speakers to support with revision techniques. Use social media to send out revision materials to students and parents • Purchase of Maths Watch 	<p>EEF Toolkit: Homework +5 months</p> <p>EEF Toolkit: Effective Feedback +6 months</p> <p>EEF Toolkit: Meta-cognition and self-regulation +7 months</p> <p>EEF Toolkit: Extending school time +3 months</p>	2, 3, 5, 6

<ul style="list-style-type: none"> • Now and next Evenings 		
<p>Improve parental engagement</p> <ul style="list-style-type: none"> • Online parents evening • Learning Insight evenings • Parent/carer workshops • Data drops • Welfare calls • Reports • Parent/carer survey • Celebration evenings • Now and Next evenings 	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening careful to monitor the efficacy of SEL approaches in their settings. (EEF Teaching & Learning Toolkit, 2021)</p> <p>“Parent involvement plays a key role in children’s academic attainment. The balance of evidence suggesting that it holds regardless of socioeconomic status and across grade levels [...] that it is stronger for older children because they can articulate what they are doing / need,” (EEF, 2019, How Can Schools Support Parents’ Engagement in their Children’s Learning?, pg 37).</p>	<p>1, 2, 3, 4, 5, 6,</p>
<p>Improve Literacy levels.</p> <p>SENDCo and Literacy lead to coordinate and deliver:</p> <ul style="list-style-type: none"> • Support for targeted students • 1:1 Paired reading programme • Accelerated Reader in Y7, Y8 and Y9 across the school • 1:1 targeted literacy intervention as appropriate 	<p>teaching of reading comprehension strategies appears effective in secondary schools (+7 months).</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p>EEF Toolkit: Reading Comprehension strategies +6 months</p> <p>EEF Toolkit: One to One tuition +5 months</p> <p>EEF Toolkit: Early Intervention +6 months</p> <p>EEF Toolkit: Phonics +5 months</p>	<p>2, 3, 5</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise aspirations with a focus on life after school</p> <ul style="list-style-type: none"> • Careers Fair • 1:1 interview with careers lead • National Careers week • Apprenticeships week • Work experience • Careers workshops • Careers/HE visits/workshops/trips • Tutor time programme (Employability skills) • Co-curricular • CCF/DofE 	<p>EEF Toolkit: Aspiration interventions (low impact based on very limited evidence).</p> <p>EEF Toolkit: Careers education summary</p>	<p>All</p>
<p>Raise attendance of PP students.</p> <ul style="list-style-type: none"> • Employ student support officers to support students and to chase attendance and support behaviour • Attendance officer and Pastoral Leads to have a focus onto PP students • Prosecution via EWO service • Continue to text parents daily • Continue to run punctuality detentions each evening • Provide uniform/ PE kit/food as required 	<p>EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.</p> <p>EEF Toolkit: Effective Feedback +6 months</p> <p>EEF Toolkit: Mentoring +2 months</p> <p>EEF Toolkit: Behaviour Interventions +4 months</p> <p>EEF Toolkit: Early Intervention +6 months</p>	<p>2, 3, 4, 5, 6</p>
<p>Run co-curricular programme across the school to give</p>	<p>EEF Toolkit: Extending school time +2 months</p>	<p>All</p>

<p>students the opportunities to develop skills/self-confidence.</p> <ul style="list-style-type: none"> Publicise extra-curricular offer to students and parents Enter teams for competitions in sports/STEM etc across the county and region Analyse participation and target under-engaged groups External organisations to come in to enhance offer 	<p>EEF Toolkit: Arts participation +3 months EEF Toolkit: Sports participation +1 month</p>	
<p>Improve Cultural Capital for PP students</p> <ul style="list-style-type: none"> Audit opportunities to develop cultural capital Cultural Capital opportunities built into SoW Trips and visits to enhance Cultural capital CPD for staff on developing cultural capital in students. 	<p>EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Extending school time +3 months EEF Toolkit: Arts participation +3 months</p>	2,3,4, 5, 6
<p>Increase parental understanding of revision/ exams/assessment to upskill them to better support their child.</p> <ul style="list-style-type: none"> Run parents evening presentations on how to help your child revise 	<p>EEF Toolkit: Parental Engagement +4 months</p>	2, 3, 4, 5, 6
<p>Reduced behaviour issues and exclusions for PP pupils.</p> <ul style="list-style-type: none"> Strong whole college behaviour policy remains in place with the routine of Reflection Room/Inclusion centre CPD on behaviour management 	<p>EEF Toolkit: Mentoring +2 months EEF Toolkit: Behaviour Interventions +4 months EEF Toolkit: Early Intervention +6 months</p>	All

<ul style="list-style-type: none"> • Train ECTs in behaviour management • SLT/Middle Leaders on “SST” every lesson • SLT/Middle Leader to staff the Reflection Room and Inclusion room • Enhance college rewards system 		
<p>School Nurse</p> <ul style="list-style-type: none"> • Work with individual students on health issues or concerns • Refer to specialised services if required 	<p>EEF Toolkit: Social and Emotional Learning +4 months</p> <p>EEF Toolkit: Behaviour Interventions +4 months</p>	<p>1, 3, 4, 5</p>

Total budgeted cost: £222,775

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

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 also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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.