

Pupil premium report for The Corsham School

Pupil premium spending 2020-2021

SUMMARY INFORMATION

Date of most recent pupil premium review:	December 2020	Date of next pupil premium review:	October 2021
Total number of pupils:	911 (7-11)	Total pupil premium budget:	£175,999
Number of pupils eligible for pupil premium:	277 (7-11)		

STRATEGY STATEMENT

The Corsham School is committed to provide an excellent education for all of its students. Pupil Premium funding is intended to provide extra support for groups of students who nationally do not achieve as well as others through living in disadvantaged situations. The funding is received by schools to raise the achievement of those on Free School Meals (FSM); those who have received these in the last 6 years (FSM6); those who have a parent in the armed forces (Service Children); and those students in care or who have been in care (LAC). At The Corsham School, the primary use of funding is to ensure that all students have access to the best teaching, resulting in the best outcomes and leading students on to their chosen pathways. We also recognize that whilst excellent teaching will close attainment gaps there are also social issues which need addressing. Some funds are used to remove obstacles to participation in activities and access to opportunities as well as supporting emotional and well-being of all students.

To be agreed by Governors

Assessment information

In line with National guidance no results tables have been produced for exam results awarded in the Summer of 2020. Internal school analysis shows that of the top 10 students who showed most progress in their GCSE exams 4 were Pupil Premium students which is an excellent achievement for these students. A number of PP students participated in an alternative curriculum and all but one successfully managed to enter the next stage of their education.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of Literacy on entry to the school
B	Completion of full curriculum

ADDITIONAL BARRIERS

External barriers

D	Attendance
E	Parental Engagement
F	Engagement in enrichment opportunities

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Greater attendance across whole cohort	Improved attendance data more in line with rest of the school
B	More students completing the full suite of exams	Greater entry in to Ebacc and improved P8
C	More students engaged in extra-curricular activities	Data tracking showing an increase in participation numbers
D		

PP Review for Academic Year 2019 - 2020

In line with all schools Nationally the Academic Year was cut short in March 2020. Most of the measures that we have implemented in order to support disadvantaged students were not completed therefore a true analysis of the impact made is impossible to carry out. With no published tables to judge performance against, we can not judge our students performance against similar students nationally. What we do know is that in terms of academic impact, 4 out of the top 10 GCSE performances in terms of value added was by Disadvantaged students. All but one student who did not access the curriculum in school sat exams and have gone on to secure a college / apprenticeship or sixth form place. Percentage attendance at the first two parents evenings improved for the Disadvantaged cohort, after specific targeted messaging. During Lockdown where students were not in school, those students who needed the support and familiarity were catered for, where on occasions we had over 30 students regularly attending along with key workers. For all students who were isolating at home, tutors prioritised calls to Disadvantaged families, ensuring they had access to resources and support to continue their learning. Home visits also occurred to check on the most vulnerable in our care. Free School Meal children were provided for by our own catering team providing collections and deliveries as well as the National Voucher Scheme. Disadvantaged students were also prioritised with IT access above and beyond the National Laptop Scheme, due to the delayed provision of the said, laptops.

In view of this information and current issues that schools face we have made changes to our approach, funding streams have changed to be able to react to an ever changing landscape and provide more support out of the classroom for individual circumstances as well as ensuring that our main aim of providing outstanding lessons and learning is maintained. With this in mind the total cost budgeted for PP students is greater than the income received. Below is a statement and where applicable a review of individual components of the report.

Quality of teaching for all

Action	Intended outcome	How will you make sure it's implemented well?	Staff lead	When will you review this?	Impact (where applicable)
Teachers and TA's in class to support Pupils	Specific students receiving additional in class support and being given more regular feedback	Regular review of data for specific groups / Pupils. Student voice / teacher feedback	JWO SW	After each data drop	Use of specialist TAs for core was again proving beneficial especially for continuity in staff absence. Redeployed during Lockdown) LD

Smaller class sizes for year 11 cohort in Core Subjects	Smaller class sizes	Regular review of data for specific groups / Pupils. Student voice / teacher feedback	JWO	After each data drop through line management meetings	NEE
Access Reading Test	Ensure that students are specifically tested and then targeted in supporting Literacy development	Regular reports once testing is done	KD	After each data point	Literary Intervention to be expanded in to Tutor time and lessons based on the success of the Reading Scheme
Purchase Classcharts Licence	To ensure staff have up to date, live information about students to inform best planning	Ongoing training	JWO	Annually	To be continued (TBC)
Homework Club Supervisor	To ensure that all students have access to technology and adult supervision to complete homework	Staff / Student voice. Monitoring of data	JWO	Termly	12 more students attended than the previous year and there was 7% fewer incidents of missed homework from the students who attended based on year on year data. TBC
Revision Materials	Students in Yr 11 are provided with revision books / Materials as needed	Mentoring interviews	H of H	Ongoing	Provided for but not fully due to Covid. TBC

Action	Intended outcome	How will you make sure it's implemented well?	Staff lead	When will you review this?	
Parent Support Advisor	Improved attendance for all PP students and engagement with the school	Oversight of parents working with PSA regular review meetings	RST	Monthly	Engagement in Parents Evenings, during Lockdown etc. was invaluable. TBC
EWO – Education Welfare Officer	Improved attendance	Regular meetings to review progress	RST	Fortnightly	N/A
Corsham Credit Attendance Allocation	To help improve attendance for disadvantaged by extra – incentivizing students to attend regularly alongside the going for gold scheme.	Regular reviews with tutors, HofH and RSt	RST	Termly	Only partially successful due to Covid. TBC
Accelerated Reader Scheme for Yrs 8 & 9 PP students	Improved Literacy for all disadvantaged students	Regular reports once testing is done	KD MB	After each data point	On average students made 2 months improvement in their reading age, than their chronological age TBC
Transition	To ensure that all students are comfortable and familiar on transition in to secondary school.	Parent / Student voice	SG EF	After transition period	A very successful transition for this current (Yr 7 20-21) cohort due to detailed targeting and support inc. during Lockdown with Primary schools. TBC

Behaviour Centre Co-ordinator	To ensure that behaviour and incidents are dealt with swiftly and appropriately so that students can return to learning ASAP	Monitoring of data.	RST SD	Termly.	Not enough Evidence (NEE)
Other approaches					
Action	Intended outcome	How will you make sure it's implemented well?	Staff lead	When will you review this?	Evidence to Consider
Alternative Curriculum	To ensure that students who do not attend school on a full time basis have access to online courses, alternative provision	Regular reporting after data drops / reports.	RST TC JWO	After each data point	All identified students were offered an alternative programme of study. All but one student took some qualifications and left with a place of work / study. TBC
Careers Advisor	Disadvantaged students are prioritised for Careers meetings, advice, taster days etc.	Reports and data	CS Careers Advisor	Ongoing	Supported all but one student to find employment / study post 16
Discretionary Fund	Each Head of House can provide for their students, materials and other items as needed. e.g. Photography books, printing costs etc.	Mentoring and meetings with the Head of House	H of H	Ongoing	NEE

Extra Curricular Subsidies	To enable Disadvantaged students to take part in enrichment opportunities, e.g. trips, cultural visits, clubs	Student voice	Trip Leaders Business Manager	Ongoing	NEE
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Planned expenditure for current academic year

ACADEMIC YEAR						
Quality of teaching for all						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	Staff lead	When will you review this?
Teachers and TA's in class to support Pupils	Specific students receiving additional in class support and being given more regular feedback	EEF research shows that regular, quality feedback can add 8 months to a pupils education	Regular review of data for specific groups / Pupils. Student voice / teacher feedback	£59000	CS SW	After each data drop

Access Reading Test	Ensure that students are specifically tested and then targeted in supporting Literacy development	Improved data on a yearly trend. Also EEF data shows that targeted intervention in terms of reading strategies can improve learning by an additional 6 months	Regular reports once testing is done	£500	KD	After each data point
Purchase Classcharts Licence	To ensure staff have up to date, live information about students to inform best planning	Prior OFSTED inspections highlighted this as good practice, teacher and parental feedback also is overwhelming in its praise.	Ongoing training		JWO	Annually
Homework Club Supervisor	To ensure that all students have access to technology and adult supervision to complete homework	Completion of quality Homework in Secondary schools can add 5 months value to a child's education	Staff / Student voice. Monitoring of data	£4000	JWO	Termly
Inclusion Manager	To ensure students have access to counselling, intervention and therapy, to support integration into the school community	Mental Health and wellbeing of young adults has been declining rapidly, Now amplified through covid	Regular meetings to review progress	£16940	CS LS	Ongoing
				£80440		
	Total budgeted cost:					
	Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	Staff lead	When will you review this?

Parent Support Advisor	Improved attendance for all PP students and engagement with the school	Previous cohorts and Parental feedback.	Oversight of parents working with PSA regular review meetings	£3135	CS SW	Monthly
Revision Materials	Students in Yr 11 are provided with revision books / Materials as needed	To ensure that all students have access to equipment which gives them an equal opportunity to complete their courses as others	Mentoring interviews	£2247	H of H	Ongoing
EWO	Improved attendance	Overtime attendance for the PP cohort has been significantly below others on average	Regular meetings to review progress	£6097	CS EWO	Fortnightly
Corsham Credit Attendance Allocation	To help improve attendance for disadvantaged by extra – incentivizing students to attend regularly alongside the going for gold scheme.	Attendance is a focal point of our SDP and especially the PP cohort.	Regular reviews with tutors, HofH and RSt	£900	CS JWO	Termly
Accelerated Reader Scheme for Yrs 8 & 9 PP students	Improved Literacy for all disadvantaged students	Improved data on a yearly trend. Also EEF data shows that targeted intervention in terms of reading strategies can improve learning by an additional 6 months	Regular reports once testing is done	£621	KD MB	After each data point

Transition	To ensure that all students are comfortable and familiar on transition in to secondary school.	Attendance has been an issue with some students on entry in to secondary school. A more comprehensive, successful transition programme has been delivered for the last 2 years	Parent / Student voice	£2500	SG EF	After transition period
Behaviour Centre Support Manager	To ensure that behaviour and incidents are dealt with swiftly and appropriately so that students can return to learning ASAP	A clear behavior policy can add 3 months of education according to the EEF. The more time students spent in the classroom, the more they will learn	Monitoring of data.	9574	CS SD	Termly.
				25074		
Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?		Staff lead	When will you review this?
Alternative Curriculum	To ensure that students who do not attend school on a full time basis have access to online courses, alternative provision	Some students find accessing school difficult. By providing an alternative we have traditionally ensured that when students leave school they have a pathway to continue on to.	Regular reporting after data drops / reports.	£56757	JWO TC CS	After each data point

Careers Advisor	Disadvantaged students are prioritised for Careers meetings, advice, taster days etc.	To ensure students have impartial advice and a secure pathway prior to leaving school ensures and has for many years that the students leaving the school as NEETs are way below national averages.	Reports and data	£6728	CS Careers Advisor	Ongoing
Discretionary Fund	Each Head of House can provide for their students, materials and other items as needed. e.g. Photography books, printing costs etc.	To ensure that students can access the full curriculum and have the same opportunities to succeed as all other students.	Mentoring and meetings with the Head of House	£5000	H of H	Ongoing
Extra Curricular Subsidies	To enable Disadvantaged students to take part in enrichment opportunities, e.g. trips, cultural visits, clubs, DofE	A more enriched engaging time in school has a significant improvement on attendance and engagement	Student voice	£11247	Trip Leaders Business Manager	Ongoing
			Total	79732		
	Total budgeted cost:					185246

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
Access Reader Test	To screen students for Literacy Intervention	All students in Yr 7-10 take part in the reader test to determine reading age. This enables staff, particularly English staff to track, monitor and intervene where necessary.	To be continued	£500
Class Charts Licence	To provide up to date information for all of our teachers including student interaction to best support and intervene with students.	No actual data can be used to assess the impact though staff and parental voice has praised the impact it has had on allowing them to access shared data.	To be continued	£2000
Smaller Class Sizes in KS4	EEF research shows the academic benefit of smaller class sizes. This was a priority in KS4 core subjects where smaller class sizes meant more directed support for students	Students taught in smaller classes, did better than in classes where there wasn't a reduction in class sizes.	To be continued	£52,835

Art Therapy	Students can access the making room and support classes to use Art in order to engage students in to the Curriculum.	Whilst a number of students accessed this support the outcome could not be easily measured or justified apart from student voice who said that they enjoyed the use of the making room.	Not to be provided next academic year	£16,661
Homework Club Supervisor	To provide a place and support for students who do not have a quiet learning space / support / internet access at home.	Regularly accessed by over 40 PP students. Incidents of missed homework for this group has fallen by 11% over the course of the academic year.	To be continued	£3,656
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Alternative Curriculum	To provide those students who did not access the full curriculum with alternative provision including college access and online packages in core subjects	Some students benefitted from an alternative curriculum. Despite some students engaging well accessing the provision for some has not been sustained	Earlier review to ensure suitability of provision and quicker intervention when the provision is not being accessed / utilised to its full amount.	£15000
Alternative Curriculum Co-ordinator	To support students who have a reduced timetable, alternative provision, online tutoring, academic tutoring and liaising with College of placements also finding work experience opportunities.	All students were supported in provision including accompanying students on college visits, work experience as well as tutoring students and invigilating exams. All students have gone on to further education or a place in 6 th form	To be continued.	£17907

Accelerated Reader Scheme	To continue the literacy skills of our KS3 cohort, in line with national averages	Yr 8 Standardised scores for PP students increased from 98 – 102 over the course of the academic year. Yr 9 improved from 96 – 103. Both scores showing progress from below to above national average	To be continued	£426
EWO	To provide the school and Parents with support from students who find school difficult to access and improve attendance	There were 12 PP students who's attendance significantly improved after intervention from the EWO, however for others no improvement was seen.	To be continued but with tighter line management from AHT for attendance, to ensure effectiveness with all students.	£5,070
Academic Mentoring	To provide access to experienced staff in order to improve academic outcomes for our more vulnerable learners in school.	Split between Maths withdrawal groups and specific 1 2 1 mentoring sessions. Students accessing this support were split almost 50 / 50 between those who achieved above and below their target grade.	To be continued but with more rigorous review after each monitoring period	£3,128
Yr 6 Transition	To enable the most vulnerable of students transition more smoothly in to Yr 7 through extra visits, after school sessions and small support classes prior to arrival.	This was a very successful intervention with all students from the targeted group attending yr7 with good engagement from families..	To be continued	£2500

PSA	The provision of a Parent Support Advisor to assist with those families most at need in supporting attendance and academic progress	The PSA has engaged with our more difficult to reach parents. Offering support at home, bringing students to school, holding parental meetings off-site. A number of these parents have previously been reluctant / found it difficult to engage with school. During this academic year 20 out of 24 KS3 families worked with are PP households.	To be continued, again with a real focus on supporting those families who are in most need of support.	£2,726
TA Support	To provide the students who need academic support with TA's especially in the core subject to enable more rapid progress	TA support has been more carefully directed to support PP individuals in certain classes. Concentrating on the core subjects students have been able to make more rapid progress than in other subjects.	TA support has been split between students' needs and curriculum need. This has led to much better support offered. At KS4 students receiving TA support in class have tended to be the same groups who have had smaller size classes in core subjects. To be continued but reviewed with SENCO.	£44,272
Careers Advisor	To assist students in finding suitable alternative packages on transition from KS3-4 and KS4-5. Providing opportunities for students to have access to impartial careers advice to inform next steps.	Only one student left school without a place at 6 th Form or College. Work continued with this student who has now gained a place at College	To be continued	£7342

Behaviour Support Manager	To support students and intervene with behavioural issues in order to return to learning as quickly as possible	Intervention has worked dramatically for some students with incidents of behavior declining. Average behavior points between PP and non PP is 23 and 30 respectively which although there is a gap is not a significant amount.	To be continued with a more rigid intervention strategy when students reach certain thresholds	£19552
Corsham Credits	To further reward disadvantaged students for attending more regularly	Despite attendance of our PP cohort being below that of Non PP students it is still in line with National Average for this group however there are still some students who are not regularly attending school	To be continued but ensuring that students have more regular reminders and more promotion through House system	£900
IT Support	Back up for any student who could not access lap top/ computers to lend to access full support.	No students needed to access this fund	Not to be provided next academic year	£1000
Work Experience	To pay for administrative costs for all students who were on an alternative package which included work experience.	Students successfully completed work experience placements as part of an alternative package, which sustained engagement in other parts of their package	To be continued	£500
Climbing wall	To provide therapy and intervention in order to re-engage students in to the full curriculum or reward for attendance	This provision did not run due to the need for specialist staff. Our member of staff who ran the provision left	Not to be provided next academic year	£3107

ADDITIONAL INFORMATION

As part of our ongoing support of our Disadvantaged students we have over the course of the last academic year seen the conclusion of a South West Pilot Scheme covering schools in the South West. We have spent time examining best practice from our partner schools and implementing some of the best classroom practice. We have also been teamed with Malmesbury School and again spent a day in each school, looking at best practice and implementing these. This includes a two day English conference where selected students including many disadvantaged students spent a day in each school being taught revision materials and exam practise in a conference setting, which brought about improved performance of nearly all of the selected students. Supporting Disadvantaged students was also a big focus on our INSET day on how to support students with best classroom practise.