

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Corsham School
Number of pupils in school	1077 in 7-11 (1254 total)
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	
Pupil premium lead	J Wood
Governor / Trustee lead	J Paine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162245
Recovery premium funding allocation this academic year	£51025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£213270

Part A: Pupil premium strategy plan

Statement of intent

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 this 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. The funding is used to provide equipment, training, revision materials and subsidise trips. More importantly than ever is the need to improve and maintain attendance as well as ensure emotional and wellbeing support is provided to both Families and students, as well as equipping teachers with the information and support to deliver an outstanding education to all students.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of Literacy on entry to the school. For example 21 Students in our Year 7 cohort have a reading age in the bottom 20% of the country which is consistent with previous years.
2	Completion of full Level 2 curriculum. Year on year we have approximately 10 students who for various reasons receive an online or alternative curriculum package. This year we have 9 students with such a provision, 4 of which are disadvantaged students. Ensuring that these students complete an appropriate suite of qualifications to allow them to enter the next phase of their life is important for their life chances.
3	Attendance of our disadvantaged cohort is below that of the non-disadvantaged students. This has been the pattern for a number of years and although the gap has closed it is still significant. Although the attendance is above that of the similar cohort Nationally our aim is break down the attendance barriers so that there is no gap.
4	Parental Engagement. Parental engagement at events has always been below that of non-disadvantaged students. For example at the Year 8 Parents evening last year the overall figure was 75% of parents attended but only 68% of parents from Disadvantaged families. There is a consistent gap across all year groups regardless of Key Stage. Whilst the figures are improving we are still prioritising the engagement to bring about improved results.
5	Engagement in enrichment opportunities. This has been impossible to measure over the last 2 years but prior to covid students from disadvantaged backgrounds were less likely to attend school trips or activities. For example prior to Covid 16% of Pupil Premium students attended a residential Pencelli trip compared to an overall cohort of 24%.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved literacy and reading ability allowing students to access tests and resources and so that all students have a reading age at or above their chronological age.	Baseline testing and retesting using accelerated reader programme.
Reduce the number of students who are on a part time timetable or do not take a relevant Level 2 qualification.	Reduce the number of students who are on a reduced curriculum to 2 per GCSE Year group. This group will leave the school with suitable qualifications allowing them to move onto the next stage of their career pathway.
Attendance. At the end of 2020-21 the in school gap between Non- Disadvantaged and Disadvantaged was 7%. Whilst both figures were above the National Average for the last year with comparable data (2019) we need to ensure that the gap is closed. We are aiming for a total elimination of the Gap over 3 years,	In school attendance data showing that the gap closed to 5.6% between our Disadvantaged and Non-Disadvantaged students over last Academic year and as per our 3 year target will continue to close over the course of the next 2 years.
Improved parental attendance at events. Events such as Parents Evenings, Information Evenings etc, are where we can engage parents in school life and ensure that the students are also engaged in events and activities.	Year on Year reduction of the difference between Disadvantaged and non-disadvantaged students attending Parents Evenings.
Improve the engagement in extra-curricular opportunities for disadvantaged students. Supporting students to take part in events such as DofE,, Pencelli trips, after school clubs etc.	Year on year increase in uptake for regular trips / experiences compared to non-disadvantaged students
Ensure that our Disadvantaged students in year 11 are supported in achieving their best possible grades through outstanding teaching and targeted support.	Closing of in school gap and National benchmarking.

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: £ 9486

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD Budget</i>	Our own Quality assurance process. EEF research shows that regular, quality feedback can add 8 months to a pupils education	1,2
<i>Revision Materials</i>	DFE research into successful strategies around disadvantaged talk about creating a year group ethos. Everyone having equal access to the materials allows this to happen	1,2,3,5
<i>Knowledge organisers</i>	Incorporated into our Homework strategy. EEF research shows a quality homework approach can add 5 months value onto a child's education	1,5

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

Budgeted cost: £ 68250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Individual / small group tuition in English, Maths and Science. Predominantly for KS4 students but also ensuring KS3 students are supported.</i>	5 and 4 additional Months can be added to a student's learning with individual and small group tutoring, respectively. For this reason overstaffing in English, Science and Maths, to boost Reading and Numeracy and Literacy is our chosen method of supporting students in closing the educational gap.	1,2
<i>Corsham Reads and Accelerated Reader Programme</i>	EEF research concludes that a reading strategy can add significant value to a student's education. Up to 6 months can be gained through a structured reading / Literacy programme. Research looking at models other schools have undertaken as well as	1,2

	meeting with our School Improvement Partner has further endorsed our drive on Reading and Literacy.	
--	---	--

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

Budgeted cost: £ 135534

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra Curricular Fund.</i>	EEF research into social activity, physical activity and extra curricular clubs supports attendance and engagement in classes adding between 1-3 months to a student's education.	1,5
<i>Inclusion Manager & Behaviour Centre Support Manager</i>	EEF Research shows a clear behaviour management policy can add 4 months worth of learning to a student. Support for behaviour also improves attendance and engagement	2,3,4
<i>Parent Support Advisor</i>	With the support of parents 4 months worth of learning is added. Our PSA engages the harder to reach families and ensures that attendance is improved.	3,4
<i>Educational Welfare Officer</i>	Again as above the aim here is to improve the parental engagement with persistent non-attenders. Gov.uk own research informs that just a few days off can have a significant impact on attainment.	2,3,4
<i>TAs</i>	Specific support for those students with identified needs through structured use of TAs can add 4 months value to a student's education.	1,2,3
<i>Attendance Officer</i>	Students not In school make less progress than their peers, this has been borne out by the recent closures and move to online learning during covid. Gov.uk own research informs that just a few days off can have a significant impact on attainment. This role also improves Parental engagement with the school which can add upto 4 months of value based on EEF research.	3
<i>Alternative Curriculum</i>	Although research is difficult to find our own data shows that the alternative curriculum is successful in engaging students who are at risk of not	3

	<p>completing their education, this includes alternative placements e.g. college as well as on-line learning. School data shows that our leavers NEET is consistently and substantially below national levels.</p>	
<i>Pastoral Support Manager</i>	<p>EEF Research shows a clear behaviour management policy can add 4 months worth of learning to a student. Support for behaviour also improves attendance and engagement. More parental engagement adds equal value.</p>	2,3,4
<i>Mentoring</i>	<p>Although Academic Mentoring still adds value to the student's education it is at a minimal value. Due to the effects of Covid the Arts Therapy mentoring, Music Therapy Mentoring and Motivational Mentoring we have already used has proven a success with a number of students both in terms of their attendance at school as well as their engagement in lessons. Again EEF research shows 4 months of added value can be made.</p>	2,3
<i>Pastoral Support Fund</i>	<p>Little research is available for this but supporting disadvantaged students by providing uniform, equipment etc, when needed will improve attendance and engagement.</p>	3,5

Total budgeted cost: £ 213270

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

In line with National data, our gap between disadvantaged students and non-disadvantaged students widened in terms of GCSE results. Our in school figure showed that the drop was - .2 compared with -.12 the previous year. Due to data from the previous year being set against Teacher Assessed Grades no direct comparisons can be made however the gap between our 2 cohorts grew and interventions which took place are being reviewed to ensure that students are best supported in their learning.

Impact of Covid 19 is still relevant as we return to normal school life.

Measures which we can report for the Academic year 2021-22 based on our priorities are:

Attendance - Due to the focus on excellent Pastoral Care and emphasis on supporting Disadvantaged students through Lockdown and in their re-introduction back into school, our attendance figures for the Disadvantaged cohort were in line with National averages which was an increase on. This still leaves our Disadvantaged cohort at 85% attendance compared to 90.6% for Non Disadvantaged students. Although still below the non-disadvantaged cohort, which parity is still our target, benchmarking our data to termly National data last year showed this was a success in getting students to attend regularly. Home visits, support through technology, weekly pastoral calls (sometimes more regular) and phased re-introductions all ensured that the attendance rates were high comparatively. One of our strategies of tighter monitoring and regular meetings with rewards given, through our Pastoral team had a measured impact on the attendance data.

Reading Scores

With research showing that Reading and Literacy was the area of students development most affected by Covid our Primary focus of improving reading through the use of Corsham reads, targeted intervention and monitoring Reading Scores through the Accelerated Reader programme the standard of reading improved for most of the Disadvantaged students. For example the Year 9 cohort of Disadvantaged students improved their standardised score from 97 the previous year to 99 last year so almost in line with National Average for all students. Corsham Reads and the impact it has had on students

Parental Engagement,

More regular face to face meetings happened last year and again we saw an improvement in attendance at these meetings but also continued improved attendance at online meetings. For example at the meet the tutor evening for year 7 only 4 parents out of the disadvantaged cohort didn't attend compared to 9 the year before with only 3 students less in the cohort. For Year 9 - 62% of the disadvantaged cohort attended compared to 66% of the whole cohort. This improved engagement is across all year groups as a result of re-enforcement of our go to first policy and support from our Pastoral team has helped improve this engagement across all year groups.

Service pupil premium funding (optional)

We receive funding for 71 students which equates to 6.5% of our cohort

Funding = £22010

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Our Service Pupil Premium supports the Pastoral provision for our students. This includes our Parent Support Advisor and EWO who regularly work with our Service families to support transition into the school and ensure that students and families are supported throughout their time here. Other school staff including our Inclusion manager are on hand to support all of our service families when the need arises.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Despite the difficulties of the effects of covid and returning to “ normal “ schooling our Pastoral team ensured that transition into school was as streamlined and smooth for all of our students, whether that was tours and meetings prior to students joining us, providing them with assistance for uniform or other equipment or support once students were in the building, student voice remains positive about the student experience here in school</p> <p>Our termly ttendance tracking was .2% above the National average for this cohort.</p> <p>All families who struggled with providing their children with IT equipment were supported by the school when requested.</p> <p>One of our strengths is ensuring that all students when leaving school have a destination, whether that is staying on in our sixth form, attending college or starting apprenticeships. They are supported through our Pastoral and Careers staff. Again this year no student left school Not in Education, Employment or Training (NEET)</p>

