

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 the Academic Year 2023 to 2024 year and the effect that last year's spending of pupil premium had within our school.

Within these costings is a further £10,000 we have allocated on top of the PP income in order to support our Disadvantaged cohort further in some of our strategies.

### 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	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3/3
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	
Pupil premium lead	J Wood
Governor / Trustee lead	J Clarke

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,210
Recovery premium funding allocation this academic year	£42870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£242990

# 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 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. 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. 35% of students entered year 7 with a reading age below their chronological age.
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. Students therefore leave the school with fewer qualifications than their peers and although this supports them through KS3 and KS4, it does mean that they leave us still needing to complete Level 2 qualifications.
3	Attendance. 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. At the Year 9 Parents evening last year the overall figure was 72% of parents attended but only 63% or parents from Disadvantaged families.
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 in the last year when trips were allowed to run only 17% of the Pencelli trip in 2019 were from disadvantaged background, 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 table or do take a relevant Level 2 qualification.	Reduce the number of students who are on a reduced curriculum to 2 per GCSE Year group
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. Whilst aiming for a total reduction in the Gap of 4% over 3 years, we are aiming to close the gap by 2% this academic year.	In school attendance data showing that the gap will close within 5% over this current academic year and continue 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.	3% Year on year improvement. ( Because of Covid and the move to a hybrid of face – face and virtual appointments data may not be readily to hand for some cohorts )
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.	5% Year on year increase in uptake for regular trips / experiences. ( Because of Covid and the move to a hybrid of face – face and virtual appointments data may not be readily to hand for some cohorts )

## 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: £ 11,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Budget	Our own Quality assurance process. EEF research shows that regular, quality feedback can add 8 months to a pupils education	1,2 £2000
Revision Materials	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 £2500 (PP Support)
Knowledge organisers And How to revise materials	Incorporated into our Homework strategy. EEF research shows a quality homework approach can add 5 months value onto a child's education	1 £6500 (Curric Dev)

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

Budgeted cost: £ £36,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual / small group tuition in English and Maths	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 and Maths, to boost Reading and Numeracy and Literacy is our chosen method of supporting students in closing the educational gap.	1,2 £10000 (Teachers Budget)
<i>Corsham Reads</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.	1,2 £26085

	Research looking at models other schools have undertaken as well as meeting with our School Improvement Partner has further endorsed our drive on Reading and Literacy.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 205,905

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	1,5 £2500
<i>Inclusion Manager &amp; 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 £42517
<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.	3,4 £3930
<i>Educational Welfare Officer</i>	Again as above the aim here is to improve the parental engagement with persistent non-attenders.	2,3,4 £8634
<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 £25265
<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.	3 £11373
<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 completing their education, this includes alternative placements e.g. college as well as on-line learning.	3 £63000
<i>Pastoral 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	2,3,4 £14,888

	and engagement. More parental engagement adds equal value.	
<i>Careers Advisor</i>		£18798
<i>Mentoring</i>	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	2,3 £10000 Alt Curric
<i>Pastoral Support Fund</i>	Little research is available for this but supporting disadvantaged students by providing uniform, equipment etc, when needed will improve attendance and engagement.	3,5 £5000 PP support

**Total budgeted cost: £252,990**

## 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 2022 to 2023 academic year.

Measures we can report 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 2% above National Average for the same cohort. The year on year gap between our disadvantaged cohort and non disadvantaged cohort closed by nearly 1%. Although still below the non-disadvantaged cohort, which parity is still our target, given National trends this was a real success. Home visits, support through technology, weekly pastoral calls ( sometimes more regular ) and phased re-introductions all ensured that the attendance rates were high comparatively across the country.

Reading Scores

Through the use of monitoring Reading Scores through the Accelerated Reader programme the standard of reading improved for most of the Disadvantaged students. The Corsham reads programme, although unable to measure specific impact is also clearly supporting the improvement in reading scores. Focus on Teacher Training days on implementing our reading programme has helped staff to focus on students improvement in Reading and their wider literacy abilities. Across Years 7-9 Disadvantaged students reading ages increased by 3 months beyond their chronological age showing real impact.

Parents Evening Attendance – Across all year groups we have seen a year on year increase of 3% in attendance of parents of Disadvantaged students. Continuing to hold meetings via an on-line system and re-enforcement of our go to first policy whereby the Pastoral team have been proactive in contacting parents of our disadvantaged students and helping to make appointments. The gap between the Non Disadvantaged and Disadvantaged students making appointments also fell by 2% though there is still a gap which we will work to close even further.

More work is still being undertaken to track all attendance at Extra-Curricular clubs but those where we are able to track participation, again we have seen a positive uptake. Disadvantaged students attending Pencelli rose by 6% in 2023 partly due to specific invitations and also financial support for those students. Although DofE percentage

increased by 3% this was only 2 students, more work is still to be done to ensure all students have equal access to these activities.

Our biggest challenge is still with the academic progress that our disadvantaged students have made. The progress 8 figure of nearly a whole grade off is significant especially when compared to the non disadvantaged who had a positive progress 8 figure. Despite targeted intervention, classroom strategies being implemented specifically for the Disadvantaged students, targeted individual support as well as the great Pastoral care, the progress of this group of students was not what we wanted it to be. Our analysis of results shows that we had targeted the correct students for intervention and support but did not bear out in results and although this trend was a trend seen nationally it is something we need to change for the next academic year.

## Service pupil 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 pupil premium allocation last academic year?	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.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Our Pastoral team, including the transition team, continued to support the wellbeing of our students which has led to attendance being 4% above the National average for this cohort.</p> <p>Significant non – teaching staff such as our pastoral manager as well as our inclusion manager plus others have ensured that any transition into our school as well as the mental health of our students has been our focus and priority.</p> <p>Students who continued to request support with digital devices were supported in this area.</p> <p>All students were able to move on to the destination of their choice on leaving year 11.</p>



