

Pupil premium strategy statement

This statement details our school's use of pupil 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 the Academic Year 2025 to 2026 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	1213 in 7-11 (1429 total)
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1/3
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil premium lead	J Wood
Governor / Trustee lead	J Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£250880

Part A: Pupil premium strategy plan

Statement of intent

The Corsham School is committed to providing 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 recognise 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 the emotional well-being of all students. The pastoral support offered to our students is essential in ensuring students feel valued and part of the whole school community. The funding is used to provide equipment, training, revision materials and subsidise trips. It is more important than ever to address the needs of these young people and 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. Our 3-year plan has been set out to achieve these objectives.

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	Correct destinations for all of our students is essential. To achieve this the completion of a Level 2 curriculum is key. Year on year we have approximately 10 students who for various reasons receive online or alternative curriculum package. Past data shows that up to 50% of these students are from the disadvantaged cohort. 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. Support from our

	careers service, pastoral care as well as through our alternative curriculum provision is essential in achieving this.
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% of parents from Disadvantaged families.
5	Engagement in enrichment opportunities. This has not been possible to measure over the last 2 years but prior to covid students from disadvantaged backgrounds were less likely to attend school trips or activities.

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 ensuring that all students have a reading age at or above their chronological age. This will then enable them to access the high-quality teaching.	Baseline testing and retesting using the accelerated reader programme. This has now been extended to include specific literacy programmes. Students “graduating” from the programme will be a key measure of success.
Reduce the number of students who are on a part 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
Attendance. At the end of 2021/22 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 (2020) we need to ensure that the gap is closed. Whilst aiming for a total reduction in the gap of 4% over 3 years, this academic year we are aiming to close the gap by 2%.	In school attendance data to show that the gap will close within 5% over this current academic year and continue to close over the course of the 3 year plan next 2 years to below 4%
Improved parental attendance at events. Events such as Parents Evenings, Information Evenings etc, 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 in parental engagement ensuring that school and home relationships are formed to help academic progress.

<p>Improve the engagement in extra-curricular opportunities for disadvantaged students.</p> <p>Supporting students to take part in events such as DofE,, Pencelli trips, after school clubs etc.</p>	<p>5% Year on year increase in uptake for regular trips / experiences. (Comparative data may be limited for some cohorts due to covid)</p>
--	--

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: £ 134,122

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 £2000
<i>Revision Materials including revision guides</i>	DFE research into successful strategies around disadvantaged describe creating a year group ethos. Everyone having equal access to the materials facilitates this ethos.	1,2,3,5 £2500
<i>Knowledge organisers and how to revise materials</i>	Incorporated into our Homework strategy. EEF research shows a quality homework approach can add 5 months value onto a child's education as well as supplementing our great teaching first approach.	1 £6500
<i>Individual / small group / intervention groups in English and Maths</i>	5 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, Numeracy and Literacy is our chosen method of supporting students in closing the educational gap.	1,2 £10000
<i>Inclusion Manager & Behaviour Centre Support Manager ensuring that students are returned to lessons to access the quality first teaching</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 £44622
<i>AAHT Curriculum supporting the</i>	To help lead and support the schools disadvantaged strategy, specifically focusing on parental	3,4,5 £2000

<i>Disadvantaged strategy</i>	engagement and supporting the individual needs of students.	
<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 £66,500

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

Budgeted cost: £64905

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mentoring</i>	Although Academic Mentoring still adds value to the student's education it is at a minimal value. However 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
<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 and engagement. More parental engagement adds equal value.	2,3,4 £15820
<i>TA Time to deliver the Literacy Intervention Strategy</i>	EEF research concludes that specific TA time can bring about significant progress along with a fully integrated Literacy intervention policy will see individual students improve their levels	1 £23,000
<i>Corsham Reads and Literacy Intervention training and materials</i>	Reading comprehension strategies is one of the major positive effects on students' improvement in education according to the EEF toolkit. This coupled with our literacy	1 £16085

	intervention strategy is key to improving the skills and abilities of our students	
--	--	--

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

Budgeted cost: £ 51853

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	1,3,5 £2500
<i>Parent Support Advisor</i>	With the support of parents 4 months' worth of learning is added to a students education. Our PSA engages the harder to reach families.	3,4 £4127
<i>Educational Welfare Officer</i>	Improving parental support is our aim as above, to improve the parental engagement with persistent non-attenders.	2,3,4 £7759
<i>Attendance Officer ensuring non attendees are contacted every day, non-attendance is followed up and support for the pastoral leaders to arrange attendance meetings as appropriate</i>	Students not in school make significantly less progress than their peers, this has been borne out by the recent closures and move to online learning during covid during the last few years, as well as in school figures showing a gap of over 10 attainment points between persistent and non persistent attenders in the disadvantaged cohort.	3 £12489
<i>Careers Advisor</i>	Ensuring students are supported in choices is key to ensuring that students have the correct destinations post 16. Research shows disadvantaged students have less guidance and support from home	2,3,4 £19978
<i>Pastoral Support Fund</i>	Little research is available for this but supporting disadvantaged students by providing uniform, equipment etc, when needed will	3,5 £5000

	improve attendance and engagement.	
--	------------------------------------	--

Total budgeted cost: £250880

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 2024 - 2025 academic year.

In line with National data, the gap between disadvantaged students and non-disadvantaged students closed in terms of GCSE results. Using the Attainment 8 measure students went from a Total Average of 30.79 to 34.57, improving by 3.78 compared to the whole cohort who improved by 2.59. Although the gap is still too big, this is still a significant improvement and evidence that our policy in respect of improving outcomes for these students is working

Attendance – Despite ongoing significant barriers for some students to attend school on a regular basis, the disadvantaged cohort's attendance still tracked above national average across the whole school up until the final term of last academic year. This can partly be accounted for because we keep students in school all through the summer series right up to the June deadline. The attendance of the disadvantaged cohort was also tracking at between 1 and 2 % higher than the 2023/24 cohort and the gap between disadvantaged and non-disadvantaged students stayed the same year on year which although needs still to be improved, bucked the trend seen nationally

Parents Evening Attendance – Across most year groups we have seen a year on year increase of % 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 average attendance across the year was 67% whilst the disadvantaged average attendance was 63% a gap of 4% which is a 1% improvement on last year. Although there is still a gap it has reduced to a less significant amount, but we will continue to work with our parents further.

Extra Curricular Attendance -

More reliable methods of gathering extra-curricular participation means that we have been able to track attendance at extra-curricular events more reliably (and more so for this current academic year). Disadvantaged students attending Pencelli rose by 2% in 2024-25 with 21% of the cohort being a disadvantaged student, above the school percentage of students. This was partly due to specific invitations and also financial support for those students. DofE participation stayed the same as the previous year which was disappointing as it's the first year for 3 years where it has not increased. Attendance at regular school events showed that there was no difference between the percentage of disadvantaged students and non-disadvantaged students attending with

over 50% of our disadvantaged cohort accessing the clubs on offer. This is significant improvement year on year with prior data (though this was limited) showing attendance at around 35% of the disadvantaged cohort attending some extra curricular activities.

Literacy Data – We have targeted the students with lowest reading and literacy scores for differing levels of intervention. Tracking of engagement and student voice shows that Corsham Reads is still having a positive effect on our students. A whole school approach to this along with targeted intervention both within lessons and as withdrawal support groups has been successful. Those targeted for specific interventions improved their reading age scores by more than 3 months above their chronological age. Whilst still remaining below their chronological age this represents accelerated progress. The introduction of specific fluency programmes has now been embedded

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?	Our Pastoral team, including the transition team, continued to support the wellbeing of our students which has led to attendance being 3% above the National average for this cohort. 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. Students who continued to request support with digital devices were supported in this area. All students were able to move on to the destination of their choice on leaving year 11.

