

Pupil premium strategy statement 2023-2024

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Corsham Primary School
Number of pupils in school	666
Proportion (%) of Pupil Premium eligible pupils	23.3% (155 pupils)
Proportion (%) of Disadvantaged pupils	12.8% (85 pupils)
Proportion (%) Service Families (Services Pupil Premium)	10.5% (70 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-2023 to 2024-2025 (Year 2 of 3)
Date this statement was published	December 2023
Date on which it will be reviewed	2024
Statement authorised by	Kerry Parker (Headteacher- Broadwood) Lindsay Fry (Headteacher- Pound Pill)
Pupil premium lead	Jo Smalley (Assistant Deputy Headteacher) Jenny Metcalfe (Assistant Deputy Headteacher)
Governor / Trustee lead	Clare Davies (Inclusion Parent Governor)

School overview – by site	TOTAL	Pound Pill	Broadwood
Number of pupils in school	666	414	252
Proportion (%) of Pupil Premium eligible pupils	23.3% of all (155 pupils)	12.8% of pupils at Pound Pill (53 pupils)	40.5% of pupils at Broadwood (102 pupils)
Proportion (%) of Disadvantaged pupils	12.8% of all pupils (85 pupils)	11.6% of pupils at Pound Pill (48 pupils)	14.7% of pupils at Broadwood (37 pupils)
Proportion (%) Service Families	10.5% of all pupils (70 pupils)	1.2% of pupils at Pound Pill (5 pupils)	25.8% of pupils at Broadwood (65 pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including PLAC funding)	£144,295
Recovery premium funding allocation this academic year	£13,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,198
Total	£171,123
Service premium funding	£24,790
Service premium funding carried forward from previous years	£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	£195,913

Part A: Pupil premium strategy plan

Statement of intent

At Corsham Primary School, we believe that all children have a right to achieve socially, emotionally and academically. We strive to ensure that all children who are experiencing disadvantage have full access to high quality education, high expectations, and the targeted support that they require. This is our goal for all pupils irrespective of their background or the challenges they may face. We endeavour to use the Pupil Premium funding flexibly to address individual needs and to ensure the best outcomes for every child. Through placing inclusion at the heart of everything we do, we aim to effectively address challenges to achievement, promote high aspirations and celebrate the contributions and successes of every child. In this way, we aim to ensure that children who experience disadvantage have an equal chance to achieve their full potential and to develop a lifelong love of learning.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils in EYFS indicate underdeveloped Literacy skills. On entry to EYFS in 2023, there was a gap of 19 percentage points for Speaking and Word Reading and 34 percentage points for Writing.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils can have greater difficulties with retaining and applying phonics than their peers. This can negatively impact their development as readers.
3	Assessments indicate that Reading and Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in KS1 and KS2. This includes the proportion of children achieving Greater Depth of understanding.
4	Assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in KS2 including the proportion achieving the expected standard and Greater Depth of understanding.
5	Our emotional wellbeing records and assessments demonstrate an increase in referrals for Social and Emotional concerns within this cohort.

6	Our assessments indicate some gaps in subject knowledge and understanding within subjects across the wider curriculum in comparison to non-disadvantaged peers.
7	Our attendance data for 2022-23 demonstrated that the attendance of disadvantaged pupils is 7.8% lower than for non-disadvantaged learners. This has increased from 5.4% in 2021-2022. Reasons given for non-authorised absences include illness, holidays and social and emotional factors including emotionally based school avoidance.

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.

Challenge number	Intended outcome	Success criteria
1	Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2	Improved reading attainment among disadvantaged pupils.	Attainment in Reading for Disadvantaged Learners will be in line with or exceed FFT 50 predictions in KS2. The phonics assessment will show that the gap between disadvantaged and non-disadvantaged learners is closing over time. Increase the proportion of Disadvantaged Learners achieving Greater Depth Standard from 4% to 8% to close the gap with non-disadvantaged peers.
3	Improved writing attainment for disadvantaged pupils at the end of KS2.	Attainment in Writing for Disadvantaged Learners will be in line with or exceed FFT 50 predictions in KS2.
4	Improved maths attainment for disadvantaged pupils at the end of KS2.	Attainment in Maths for Disadvantaged Learners will be in line with or exceed FFT 50 predictions in KS2. Increase the proportion of Disadvantaged Learners achieving Greater Depth Standard from 1% to 5% to close the gap with non-disadvantaged peers.

5	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing through qualitative data from student voice, student and parent surveys and teacher observations and evidence from the Wellbeing Award. Reduced incidences of behaviour support. Higher levels of engagement.
6	Improved attainment within foundation subjects through increasing 'cultural capital'	Assessments and tracking along with pupil interviews and pupil books will demonstrate a closing of the attainment gap in Foundation subjects. Disadvantaged children will have accessed increased enrichment opportunities across the year.
7	To achieve and sustain improved attendance to close the gap between disadvantaged pupils and non-disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • increasing the attendance rate for disadvantaged learners to 93% to close the attendance gap • increasing punctuality

Activity in this academic year

High Quality First Teaching

Budgeted cost: £72,169

Challenge number(s) addressed	Activity	Evidence that supports this approach
1,2,4,6	Oral Language development through early language interventions.	<p>Robust instruction of vocabulary and language development within a high quality teaching approach.</p> <p>Speech and Language assistant on each site.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>
1,2,3,4,5,6,	Training, coaching and support sessions with all staff to use mastery skills in the classroom through developing and implementing our Pedagogical Principles.	<p>Focus for 2023-24 is on modelling.</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Five-a-day-poster_1.1.pdf (d2tic4wvo1iusb.cloudfront.net): EEF. Five a Day: point 1</p>
1,2,3,4,5	<p>Mentoring for Teachers:</p> <ul style="list-style-type: none"> - ensuring appropriate scaffolds, supports and interventions are in place -promoting high quality teaching and learning - including identifying opportunities to challenge children 	<p>Inclusion Meetings termly to discuss the individual needs of Disadvantaged Learners and ways to implement strategies within the classroom to support them.</p> <p>Monitoring cycles: learning walks/ data analysis</p>

	with potential for Greater Depth.	
1,2,3,4,5,6	Solutions Surgeries	Through the Trust Educational Psychologist/ Behaviour Support. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Behaviour interventions EEF (educationendowmentfoundation.org.uk)
1,2,3,4,5,6	Teaching Assistant Deployment: Strategic deployment of TAs to ensure that priority pupils are supported effectively	'Making the best use of Teaching Assistants'

Targeted academic support

Budgeted cost: £36,540

Challenge number(s) addressed	Activity	Evidence that supports this approach
1,2,3,4,5,6,	Targeted interventions and resources to support Literacy and Maths: <i>RWI phonics interventions</i> <i>Freshstart</i> <i>Reading interventions</i> <i>Lexia</i>	The average impact of TA interventions is 4 months (compared to a control group) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year (compared to a control group). Phonics EEF (educationendowmentfoundation.org.uk)

1,2,6	Targeted speech and Language intervention: <i>Wellcomm Language/ vocabulary interventions</i>	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language interventions EEF (educationendowmentfoundation.org.uk)
5	Wellbeing interventions <i>ELSA Sand Tray Therapy Play Therapy Nurture Rooms Breakfast clubs Forest School practitioner</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)
5	Supporting pupils' emotional and social needs and resilience: PE mentoring programme	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)

Wider strategies

Budgeted cost: £62,414

Challenge number(s) addressed	Activity	Evidence that supports this approach
5	ELSA/ ELSA Supervision To support retention, training and wellbeing of key staff.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)
5	Outdoor Learning provision:	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over

	<i>WWT Forest School Provision</i> <i>Outdoor Explorers</i> <i>Gardening Club</i>	the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. Social and emotional learning EEF (educationendowmentfoundation.org.uk)
1,2,3,4,5,7	Family Link Officer and Family Link Assistant	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 attainment gaps. Parental engagement EEF (educationendowmentfoundation.org.uk) <u>Targetting attendance: Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)</u>
1,2,3,4,5,7	Breakfast Club	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)
5	Play therapy	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)
3,4,5,6, 7	Extra-Curricular Activities EEE Tracker <i>Music lessons</i> <i>Horse-riding</i> <i>Before and After school clubs</i> <i>Affordability strategy</i>	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Arts participation EEF (educationendowmentfoundation.org.uk): Average gain +3 months Physical activity EEF (educationendowmentfoundation.org.uk) Average gain +1 month

Total budgeted cost: £171,123

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 2022-2023 academic year.

In the academic year, 2022-2023, through the targeted use of Pupil Premium Funding, Disadvantaged Learners at Corsham Primary School have been supported to make progress academically, socially and emotionally.

Particular achievements include:

- 80% of Disadvantaged children in EYFS achieving their Early Learning Goals in 'Communication and Language', 'Literacy' and 'Maths' and 100% achieving their Early Learning Goals in 'Being imaginative and expressive'
- 86% of our Year 1 Disadvantaged Learners without SEND achieving the expected standard in Phonics.
- 70% of Disadvantaged Learners achieved the expected standard in Maths at the end of KS1 (increasing from 46% in 2022).
- 100% of Year 6 Disadvantaged Learners without SEND achieved the expected standard in Reading and 83% in ESPG.
- Positive feedback of the impact of new initiatives to support resilience and emotional wellbeing including PE mentoring, WWT forest School interventions, play therapy and our new Family Support Assistant.
- Increased participation in extra-curricular opportunities for enrichment.
- Positive impact of the new dedicated Speech and Language Assistants and early language interventions.

Despite these achievements, there remains a significant attainment gap between Disadvantaged Learners and their peers. For example, the gap between Disadvantaged Learners and their non-disadvantaged peers increased in Reading in Key Stage 1. Similarly, a significant attainment gap remained in Reading, Writing and Maths at the end of Key Stage 2.

45% of our Disadvantaged Learners also have an identified Special Educational Needs. A key focus will be on continuing to close the gap for these children through targeted interventions. For example, we aim to increase the percentage of Disadvantaged Learners including those with SEND needs who pass the Y1 phonics screener and who achieve the Expected Standard in Reading, Writing and Maths at the end of KS2.

There is a gap of 7.8% in attendance rates between disadvantaged and non-disadvantaged learners and this will continue to be a focus through early intervention and family support.

Book scrutiny suggests that language, vocabulary and writing skills are an ongoing target area and will continue to be a focus in the next academic year.

Due to identified needs, high priority was given to addressing the mental health needs and emotional wellbeing of all children, including disadvantaged learners. Records from

Sandtray Therapy and ELSA demonstrate positive impact of these interventions which have then enabled children to access learning opportunities more positively. In addition, disadvantaged learners were positively supported through a variety of opportunities such as Breakfast Club, Gardening club and Nurture clubs. This supported positive transitions into school along with positive impacts in terms of social skills development as measured by Strengths and Difficulties Questionnaires or by staff feedback. Disadvantaged learners were also supported with their transitions to secondary school through extra visits, transition meetings and opportunities to participate in the Moving on Up Club.

Through reviewing our strategy and analysing the data, we are able to set clear priorities and Intended Outcomes as set out in our new 2023-24 Pupil Premium Strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider