

Pupil premium strategy statement 2025-2026

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	651
Proportion (%) of Pupil Premium eligible pupils	22% (145 pupils)
Proportion (%) of Disadvantaged pupils	12% (81 pupils)
Proportion (%) Service Families (Services Pupil Premium)	9% (60 pupils) (See SPP strategy)
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026 2027 - 2028 (Year 1 of 3)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Pupil premium leads and Statement authorised by	Kerry Parker (Headteacher- Broadwood) Lindsay Fry (Headteacher- Pound Pill)
Governor / Trustee lead	Clare Davies (Inclusion Governor)

School overview – by site	TOTAL	Pound Pill	Broadwood
Number of pupils in school	651	400	251
Proportion (%) of Pupil Premium eligible pupils (financial year 25-26)	22% (145 pupils)	14% of pupils at Pound Pill (57 pupils)	35% of pupils at Broadwood (88 pupils)
Proportion (%) of Disadvantaged pupils	12% (81 pupils)	6.55% of pupils at Pound Pill (43 pupils)	15% of pupils at Broadwood (38 pupils)
Proportion (%) Service Families	9% (60 pupils)	1.37% of pupils at Pound Pill (9 pupils)	7.62% of pupils at Broadwood (50 pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including PLAC funding)	£124,945
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,535
Total	£131,480
Service premium funding	£20,300
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	£151,780

Part A: Pupil premium strategy plan

Statement of intent

At Corsham Primary School we believe every child has the right to thrive socially, emotionally and academically. We are committed to ensuring that pupils who experience disadvantage, can access high-quality teaching, high expectations and the targeted support they need to succeed, regardless of their background or the challenges they face.

Decisions about Pupil Premium spending are made with careful regard to our school context and the specific barriers our pupils encounter. We use evidence-based research, including guidance from the EEF, to evaluate the likely impact and cost-effectiveness of different approaches.

By placing inclusion at the centre of our teaching and learning, we tackle obstacles to achievement, foster high aspirations and celebrate the strengths and successes of every child. Our aim is to give disadvantaged pupils an equal opportunity to reach 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	Internal and external assessments, observations, and discussions from 2024-2025 in EYFS indicate 44% (4/9) of Disadvantaged Learners achieved GLD in 2025. Wellcomm analysis based on this year's cohort indicates challenges within communication and language for disadvantaged learners.
2	Analysis by our speech and language therapists, together with observations and discussions with class teachers, indicate oracy and communication skills for our disadvantaged pupils are significantly underdeveloped. Baseline assessments in EYFS 2025 shows the gap between Disadvantaged Learners and Non-Disadvantaged Learners in Listening, attention and Understanding is 34% and in Speaking is 56%.
3	Attainment in Reading for our disadvantaged pupils is significantly below that of non-disadvantaged learners. Assessments, observations, and discussions from 2024-2025 shows that the end of KS2, 40% of our Disadvantaged Learners achieved the expected standard.

4	Attainment in Writing for our disadvantaged pupils is significantly below that of non-disadvantaged learners. Assessments, observations, and discussions from 2024-2025 shows that the end of KS2, 47% of our Disadvantaged Learners achieved the expected standard. The gap between disadvantaged learners and non-disadvantaged learners in writing is over 40% in each year group in KS2.
5	Assessments, observations, and discussions with pupils reflect that Disadvantaged Learners' wider life and cultural experiences may not be as developed as those of their peers.
6	Attendance during 2024-2025 (Sept 24 – Jul 25) indicates that attendance among disadvantaged pupils is 7.4% lower than between non-disadvantaged therefore impacting disadvantaged pupils' progress.

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	To increase the % of disadvantaged learners achieving GLD.	A higher percentage of disadvantaged learners achieve GLD (an increase from 44% in 2025)
2	To increase the oracy capabilities of our Disadvantaged learners- Children are confidently able to take part in back-and-forth conversations.	High quality interactions are seen in classrooms to improve language and communication- using the ShREC approach (Share attention, Respond, Expand, Conversation) Children are able to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. The gap between DL learners and non-DL learners in Communication and Language ELG's is decreasing.
3	To increase the number of disadvantaged pupils achieving Expected in Reading.	There will be an increase in the % of disadvantaged children achieving the expected standard in PIRA and at the end of KS2 (40% of DL learners achieved the expected standard in 2025).

4	To increase the number of disadvantaged pupils achieving Expected in Writing.	Children are passionate about their writing, showing high expectations of their own capabilities. Handwriting is consistent throughout the school.
5	To ensure that Disadvantaged Learners are exposed to a range of enrichment opportunities	<p>The school is tenacious in its approach to encouraging take up of opportunities and DL children are accessing enrichment.</p> <p>Enrichment opportunities are considered with DL lens to improve Cultural Capital for all. Affordable Schools strategy consulted.</p>
6	To improve attendance outcomes for all children and therefore improve attendance for all DL learners.	<p>We aim to achieve Sustained high levels of attendance, demonstrated through improved attendance rates for disadvantaged pupils, a narrowing of the attendance gap and a greater consistency in punctuality.</p> <p>Affordable Schools strategy.</p>

Activity in this academic year

High Quality First Teaching

Budgeted cost: £65,740

Challenge number(s) addressed	Activity	Evidence that supports this approach
1,2,3,4,6	Solutions Surgeries	<p>Through the Trust Educational Psychologist/ Behaviour Support Team.</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Behaviour interventions EEF (educationendowmentfoundation.org.uk) May 2025</p>
1,2,3,4,6	Cracking communication	<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>
1,2,3,4,6	<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 with potential for Greater Depth. 	<p>Training by teaching and learning lead</p> <p>Monitoring cycles: learning walks/ data analysis</p> <p>Adaptative Teaching</p> <p>Understanding Adaptive Teaching v11 – early Career Framework</p>

1,2,3,4,6	Teaching Assistant Deployment: Strategic deployment of TAs to ensure that priority pupils are supported effectively	'Making the best use of Teaching Assistants' Adaptative Teaching Understanding Adaptive Teaching v11 - ECF
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Targeted academic support

Budgeted cost: £32,870

Challenge number(s) addressed	Activity	Evidence that supports this approach
1,2,3,4	Targeted speech and Language intervention: Speech and Language Tas Wellcomm vocabulary interventions	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language interventions EEF (May 2025 - educationendowmentfoundation.org.uk)
1,2,3,4	Targeted interventions and resources to support being an Author: RWI phonics interventions Freshstart <i>Reading interventions</i> <i>Lexia</i> <i>Fluency Training</i>	The average impact of TA interventions is 4 months (compared to a control group) Teaching Assistant Interventions EEF (March 2025 - 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 – (October 2025 - educationendowmentfoundation.org.uk)

Wider strategies

Budgeted cost: £32,870

Challenge number(s) addressed	Activity	Evidence that supports this approach
1,2,3,4,5,6	ELSA/ ELSA Supervision To support retention, training and wellbeing of key staff.	Social and emotional learning approaches have a moderate impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. Studies focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children even if it does not translate to reading or maths attainment. Social and emotional learning (SEL) EEF (May 2025 - educationendowmentfoundation.org.uk)
1,2,3,4,5,6	Sandtray/ Sandtray Supervision To support retention, training and wellbeing of key staff.	Social and emotional learning approaches have a moderate impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. Studies focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children even if it does not translate to reading or maths attainment. Social and emotional learning (SEL) EEF (May 2025 - educationendowmentfoundation.org.uk)
1,2,3,4,5,6	Outdoor Learning provision: Forest School Provision Outdoor Explorers Gardening Club	Social and emotional learning approaches have a moderate impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. Studies focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children even if it does not translate to reading or maths attainment. Social and emotional learning (SEL) EEF (May 2025 - educationendowmentfoundation.org.uk)
1,2,3,4,5,6	Family Support Officer and Family Support 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. Tailoring school communications encourage positive dialogue about learning. Some evidence shows that personalised messages linked to learning can promote positive interactions. Parental engagement EEF (May 2025 - educationendowmentfoundation.org.uk)

		<p>Attendance: educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>Affordable Schools strategy: https://cms.wiltshire.gov.uk/documents/s233140/Affordable+Schools+Strategy+digital.pdf</p>
1,2,3,4,5,6	Nurture Invitation Breakfast Club	<p>Social and emotional learning approaches have a moderate impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. Studies focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children even if it does not translate to reading or maths attainment.</p> <p>Social and emotional learning (SEL) EEf (May 2025 - educationendowmentfoundation.org.uk)</p>
1,2,3,4,5,6	On-site Play therapist	<p>Social and emotional learning approaches have a moderate impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. Studies focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children even if it does not translate to reading or maths attainment.</p> <p>Social and emotional learning (SEL) EEf (May 2025 - educationendowmentfoundation.org.uk)</p>
1,2,3,4,5,6	SMASH	<p>Primary School EBSNA (Emotional Based School Non-Attendance) is a preventative programme that works with primary aged children to build resilience and encourage continued participation in education. It identifies children who may be at risk of EBSNA and works with them to address worries and strengthen relationships between children and key members of school life.</p>

1,2,3,4,5,6	Mentor Me Program	<p>The aim of Mentor Me is to support pupils by complementing the pastoral work undertaken in schools and offers pupils referred by school, regular, quality 1-1 time with a positive, enthusiastic, interested adult. The volunteer can act as an advocate and is someone who only has the best interests of the child at heart. The mentor offers consistency and continuity via weekly term time sessions (for up to 6 months) and builds a relationship based on trust and respect. The mentor can be a listening ear and sounding board for the mentee, if and when they wish to talk about themselves, their school, siblings, friends, home life, something they have seen or heard that's unsettled or confused them – anything they want to chat about.</p>
		<p>Mentoring can provide relaxed 'time out' of the structured school day for pupils who would benefit from some quiet time or time to talk.</p>
5,6	<p>Extra-Curricular Activities</p> <p>Music lessons</p> <p>Extra-Curricular school clubs</p> <p>Affordability strategy</p>	<p>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.</p> <p>Arts participation EEF (July 2021 - educationendowmentfoundation.org.uk): Average gain +3 months</p> <p>Physical activity EEF (February 2023 - educationendowmentfoundation.org.uk) Average gain +5 months</p> <p>Affordable Schools Strategy https://cms.wiltshire.gov.uk/documents/s233140/Affordable+Schools+Strategy+digital.pdf</p>

Total budgeted cost: £131,480

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 the academic year, 2024-2025, through the targeted use of Pupil Premium Funding, Disadvantaged Learners at Corsham Primary School have been supported to make progress academically, socially and emotionally.

EYFS

At the end of Reception, 44% (4/9) of Disadvantaged Learners achieved GLD in 2025. This was a decrease from 58% of Disadvantaged Learners achieving GLD in 2024. (cohort specific)

KS1

At the end of Year 1, 79% of Disadvantaged Learners achieved the expected standard in phonics compared to 82% of All pupils. This was an increase from 67% in 2024, 2025, 89% of the disadvantaged learners in Year 2 met the expected standard. This was an increase from 80% in 2024.

KS2

In 2025, at the end of KS2, 40% of Disadvantaged Learners achieved the expected standard in Reading (47% in 2025), 40% in Maths (26% in 2024) and 47% in Writing (37% in 2024.) There remains a significant gap between Disadvantaged Learners and their peers in writing.

Other key achievements:

- 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, PE mentoring, play therapy and nurture clubs. These opportunities 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 thorough extra visits, transition meetings and opportunities to participate in the Moving on Up Club.
- Effective pastoral support and signposting from the Family Support team.
- Positive feedback from whole class and intervention provided by our Forest School leader.
- Continued positive impact of dedicated Speech and Language Teaching Assistants and early language teacher interventions.
- A gap in attendance still exists between Disadvantaged Learners and their peers, it has marginally increased from 6.2% in 2024 to 7.4% in 2025.

Next steps:

- Identify and address barriers to achievement in KS2, especially in reading and writing
- Implement the EEF and Wiltshire Cracking Communication programme in EYFS and KS1
- Promote oracy and communication skills from EYFS to KS2
- Focus on refining adaptive teaching strategies within the classroom
- Review wider enrichment opportunities
- Continue to take steps to further close the attendance gap

Through reviewing our strategy and analysing the data, we are able to set clear priorities and Intended Outcomes as set out in our new 2025-26 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