

Pupil premium strategy statement

This statement details our school's use of pupil premium which includes the recovery premium for 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 Regis Primary Academy
Number of pupils in school	2023-2024= 145 2024-2025= 132 2025-2026=120
Proportion (%) of pupil premium eligible pupils	2023-2024=54% 2024-2025= 49% 2025-2026=50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Sep 2024
Date on which it will be reviewed	Sep 2026
Statement authorised by	Abby Symons
Pupil premium lead	Abby Symons
Governor / Trustee lead	Harry Morgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2025-2026= £98,781
Recovery premium funding allocation this academic year	2024-2025=£0
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	£98,781

Part A: Pupil premium strategy plan

Statement of intent

Corsham Regis are placing an emphasis on securing the 'essential skills' for our disadvantaged learners: phonics, reading, early number skills and times tables. We aim to narrow the attendance and attainment gap between our disadvantaged pupils and non-disadvantaged and improve the mental wellbeing of our learners.

Ultimately, we want:

- To narrow the attainment and language gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6
- To support and increase the emotional wellbeing of all children across the school

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy, aligned to the school development plan. This enables us to implement a blend of short, medium and long-term interventions over a maximum time frame of three years.

The current strategy places high priority on the essential skills, starting with quality CPD for staff members and then focusing on delivering carefully planned and structured sequences of learning, starting with a baseline in order to show impact and make adjustments to interventions and learning strategies

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes, thus improving opportunities for effective teaching and accelerating progress
- To employ a 'Catch up' phonics champion for Years 1,2 & 3
- To allocate 'Catch Up' Teaching Assistants where need is assessed
- To employ an EYFS TA to ensure greater oracy input and smaller adult – children ratio
- Additional teaching and learning opportunities provided through trained LSAs
- Transition from primary to secondary and transition internally and into EYFS.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument.
- Behaviour and nurture support during lunchtimes by providing adults and activities to engage and promote our school's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require. Strategies where necessary to achieve the intended outcomes.

The key principles focus on a whole school approach led by senior leaders, subject leaders and teachers.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our disadvantaged children to remain in line with the rest of the school or meeting the schools target of 96%. A significant percentage of this low attendance is rooted in mental health issues of parents and carers.
2	Our disadvantaged children are showing poor skills and confidence in oracy. Poor oracy and language skills amongst our children when they enter early years.
3	The number of children who are in receipt of PP who also have additional vulnerabilities such as SEND, Families in Crisis, EAL, CP issues, Mobility
4	Our KS2 data shows that our PP children are not achieving as well as non-pupil premium children in writing and SPAG at KS2
5	Our disadvantaged pupils have poor early number skills when they enter FS2

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
The attainment of our disadvantaged children is at expected levels or higher in maths and reading and in line with that of non-disadvantaged learners.	Data shows that accelerated progress is made over the three years.
Our disadvantaged children can talk more confidently about their learning, particularly when talking about how they are doing and why they have been successful	Pupil voice information will show that our disadvantaged children can use talk for learning during feedback
Our disadvantaged children are engaging with and times tables practise	Times table tracking data will show increased progress over time for our disadvantaged children.
Progress in phonics	progress scores in KS2, Phonics-continue to achieve above national average expected standard in PSC
The gap between persistence absence attendance of our disadvantaged children is narrowing with the rest of the school	Improve persistent attendance (<90%) of disadvantaged pupils narrowing the gap with non-disadvantaged pupils.
All children will get access to daily high quality teaching	Internal and external monitoring will show Quality First Teaching. Evidence will include book studies and pupil interviews.

Activity in this academic year 2025-2026

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: £65,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff delivering RWI to be monitored by English / RWI lead teacher. Further training allocated as required Taking part in specialist courses maintaining links with Ramsbury Literacy Hub	This will maintain consistency in the delivery of the programme to all children. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Key findings from teaching phonics: impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3
EYSF and KS1 teachers to work with Hub partnership to build on strategies for developing the	Test results are showing an improving trend in maths across KS2 due to our involvement with the Mobius Hub (which is now complete) and PiXL. Teachers report that they feel more confident in teaching mathematics. HT, Maths subject leader and SLT recognise the importance of early number to further improve our KS1 results and bring them more in line with National.	1,3, 5

fundamental skills.		
Year 3 and 4 staff members to work with math leader to employ strategies for continuous improvement of multiplication knowledge.	To embed LA training led by Lynda Wynne (Maths adviser) to continue to implement a times table teaching programme across the school. We will ensure that the programme links to our whole school timetable strategy using PiXL guidance. The programme focuses on two elements of learning times tables 1. Deliberate practice linked to auditory memory 2. Understanding commutative law Maths leader will explore best practice from other educational settings and implement in school, monitoring the impact.	1,3,4
Time Tables Rockstars	Support for pupils to work online at home in a competitive and collaborative way to reward, praise and encourage participation which needs little adult support at home. We link this with challenges in school to support with Year 4 multiplication check https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learning-approaches Time tables Rockstars programme used with access for all children at home and at school and where children don't have access to online learning at home on mobile devices for example, teachers enable access during early morning maths and through TTrockstars /mathletics club every Wednesday morning before school.	4,5
To purposely engage pupils in a whole school oracy approach, using PiXL resources and 'Making it	Our approaches will include: the use of purposeful, curriculum-focused, dialogue and interaction during weekly Topic Talk time, the use of structured questioning to develop deeper thinking in maths and reading and extending pupils spoken vocabulary through identifying subject specific vocabulary in knowledge organisers and sharing this with the children, explicitly teaching the vocabulary through topics and displayed on working walls in all classrooms., Key findings: 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1,2

last' strategy devised by the school.	2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. 4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://auth.pixl.org.uk/primary#!/Re-sources//Whole%20School%20Materials/Oracy	

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

Budgeted cost: £26,479

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group and 1:1 Tuition - using teaching assistants for example for pupils in KS1, in phonics having personalised RWI pathways and the use of QLA (Question Level analysis) from PIXL tests to provide individualised learning for children. For all pupils across the school to have 'keeping up' maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. We aim to target those children who are at risk of falling behind as a result of poor attendance. Evidence shows that increasing the personalised nature of education can have a positive impact on attendance	1,2,3,4,5

sessions in addition to their maths lessons to improve attainment and retention of knowledge in maths.		
Redistribution of Teaching Assistants to support maths Interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Teaching assistants can provide a positive impact on learner outcomes, providing they are deployed in a meaningful way. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact (+3 months)	1,2,3,4,5
Additional reading and phonics for the bottom 20%	Daily 1:1 and small group sessions with children benchmarked below level 3 to encourage blending in head. Monitored phonic intervention with catch up teacher - to fill gaps in phonics. Evidence shows that 1:1 and small group work is a highly effective way of using additional adults and has +4 months impact	1,2,3
Speech and language interventions run by trained teaching assistants	Teaching assistants trained to deliver speech and language programme in KS1 and another specifically working with children in KS2	2

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

Budgeted cost: £ 6768

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing profound learning opportunities for all pupils to	It is essential for their own wellbeing that they experience different settings before writing about it. All profound learning opportunities are linked to topics and therefore enhance our curriculum offer and provide experiences that many of our children wouldn't have otherwise.	1,2,3

enrich our curriculum offer Trained EVC within school to lead on visits and use of Evolve for all staff.	A trained EVC is essential for us to deliver safe and effective profound learning experiences	
After School Clubs, Trips, (including Residential) and Music Tuition	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Additional non-academic activities can provide free or low-cost alternatives to sport, music, and other enrichment activities (such as trips and camps) that more advantaged families are more likely to be able to pay for outside of school. Having the option to attend these after school activities, can also have an impact on attendance due to the requirement to be in school in order to attend.	1,2,3
Thrive	We will be maintaining the resource of 1Thrive practitioner working across KS1 and KS2. Children will be able to benefit from sessions throughout the week to prepare them for work in the classroom. This will be led and monitored by our Inclusion lead. Evidence suggests +4 months impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4 and 5
Arts participation for DL through volunteer art teacher and art club activities	EEF evidence shows that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Impact on academic outcomes in other areas of the curriculum.	1,2,3,4,5
Wellbeing interventions: ELSA Hive Room activities	ELSA trained practitioner to deliver ELSA across the school from our Hive Room 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)	5,6,7
Parental engagement and support	For affordability to be considered at the beginning of the year. Information about how parents and carers can access financial support to be shared with parents to help support with access to all trips and extra curricular activities. Stay and share sessions to be considered, thinking about	3,6

	offering different times and days each time to ensure participation of parents. Teachers to communicate with pupil premium parents about stay and share sessions. Sign posting parents for support via website and email. Working with external agencies to sign post support an help for parents through Spurgeons and our involvement with PINS for a second academic year (Partners in neurodiversity)encouraging attendance at termly coffee mornings.	
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Total budgeted cost: £ 98,429

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.

Intended outcome	Success criteria
The attainment of our disadvantaged children is at expected levels or higher in maths and reading and in line with that of non-disadvantaged learners.	KS2 Reading SAT all pupils EXP+ = 76% Pupil Premium=78% Reading above nationals for PP and Non-PP KS2 Maths SAT all pupils EXP+ = 67% Pupil Premium=67% Both an improvement on 2024 results
Our disadvantaged children can talk more confidently about their learning, particularly when talking about how they are doing and why they have been successful	Our pupil premium children are always included in pupil voice and talk confidently about their learning and achievements- there is no difference between PP and non-PP
Our disadvantaged children are engaging with and times tables practise	38% of PP children scored 20 or above 3/9 88% of PP children scored 18 or above 1 child was absent for the test All pupils=41% scored 20 or above All pupils=76% scored 18 or above
Progress in phonics	5/8 (55.5%) PP children passed the screener 1 child who did not pass has as an attendance of 27.3% and is on a reduced timetable. 1 child who did not pass is EAL, a new starter and has attendance of 67.6%. 1 child who was absent was away travelling and has an attendance of 75.4%. 1 child who was disapplied is a new starter, is SEND and has an attendance of 79.6%.
The persistence absence attendance of our disadvantaged children is at least in line with the rest of the school	Attendance for all pupils is 92.4% Attendance for PP is 90.4% Persistent absence for PP is 29.7% Compared with 21 % for all pupils
All children will get access to daily high quality teaching: KS2 SATs: For all children: Maths, Reading and SPAG results are all higher than last year	

- Combined RWM higher than last year
- We have 10 less children than last year in Year 6, each child is worth 5% (4.7%)
- Exceeded national in Reading
- Pupil premium exceeded non-pupil premium in reading and matched in maths and science
- Science and writing slightly lower than last year
- In writing and SPAG, pupil premium did not perform as well as non- pupil premium. 33% of PP children achieved the expected standard with 75% for non-pupil premium.
- Only 3 more children needed to achieve expected standard in RWM in order to achieve national combined of 62%
- Of the 7 SEND children, 86% achieved a scaled score of 90 or above in Maths: 103, 96, 100, 90, 109, 87 and 99
- Of the 7 SEND children, 57% achieved a scaled score of 90 or above in reading: 112, 91, 103, 89, 105, 87, 89
- Of the 7 SEND children, 100% achieved a scaled score of 90 or above in SPAG: 103, 93, 94, 92, 108, 92 and 94

KS2 SATs 2025	EXS+(all pupils) (21)	Reading %	Maths %	Writing %	SPAG %	Science %	Combined %
		76	67	52	57	67	48
	Non PP (12)	75	67	67	75	67	
	EXS+PP (9)	78	67	33	33	67	33

This details the impact that our pupil premium activity had on pupils in the **2023-2024** academic year.

Aim	Outcome
The attainment of our disadvantaged children is at expected levels or higher in reading.	In KS2 65% of children achieved expected plus with 55% PP pupils achieving expected or above. Of the 11 PP children in Year 6, 3 were also on the SEND register.
Our disadvantaged children can talk more confidently about their learning, particularly	Pupil voice information continues to show that our disadvantaged children can use talk for learning during feedback talk confidently

when talking about how they are doing and why they have been successful	during pupil interviews and during class topic talk times. DL
Our disadvantaged children are engaging with and times tables practise	Times table tracking data will show increased progress over time for our disadvantaged children. 100%% of PP Year 4 cohort achieved 20 or above (pass) in the Multiplication Tables Check
Progress in phonics	91% PP passed the Year 1 phonics screener
The attendance of our disadvantaged children is at least in line with the rest of the school	In 2023-2024- 93.5% PP-93.4%
All children will get access to daily high quality teaching	FS2 73% of PP achieved GLOD compared with 79% of non-PP.

		Reading %	Science %	Writing%	Maths%	GPS%	Combined%
KS2 SATs 2024	EXS+ (all pupils)	65	71	74	45	55	45
	Non PP (19)	78	78	89	52	68	
	EXS+ PP (11)	55	55	55	45	45	45

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
PiXL partners in Excellence	https://www.pixl.org.uk/
Thrive	https://www.thriveapproach.com/courses/licensed/253/3150/
Read Write Inc.	https://www.ruthmiskin.com/programmes/phonics/

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Further information (optional)

At Corsham Regis we:

- mark pupil premium books first
- sit pupil premium children towards the front of each class room unless the needs of the child means that they are better suited to an alternative position within the room
- prioritise the importance of our pupil premium children by all staff
- ensure that pupil premium children are always included in book looks , pupil conferences
- highlight pupil premium children on pupil progress documents
- ensure that all subject leader action plans have a specific objective related to pupil premium children
- have a tracker that enables us to record the monitoring of interventions and track progress