

Pupil premium strategy statement – Caroline Chisholm School

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 this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	2052
Proportion (%) of Pupil Premium eligible pupils	
1	2024-27
Date this statement was published	31.12.25
Date on which it will be reviewed	31.4.26
Statement authorised by	Andy Fisher
Pupil Premium lead	Nicola Cairns
Governor / Trustee lead	Malcolm Loubser

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£242080
Recovery premium funding allocation this academic year	£0
Pupil Premium (and recovery premium*) funding carried forward from previous years	£721
Service children	£1750
Total budget for this academic year	£244551

Part A: Pupil Premium strategy plan

Statement of intent

At Caroline Chisholm School, we are committed to ensuring that every student has the opportunity to excel, regardless of their background or personal circumstances. We believe that socio-economic status should never be a barrier to academic achievement or personal growth. We recognize the importance of addressing the unique challenges faced by disadvantaged students, supporting their wellbeing and equipping them with the tools they need to succeed. With our school values of kindness, curiosity and integrity, we work to eliminate obstacles and ensure that all students can achieve their best outcomes and access the same opportunities as their peers.

Key principles include:

- Quality first teaching (QFT) – Getting high quality teaching right from the start reduces the reliance on ‘intervention’ strategies and ‘catch-up’ opportunities. We must ensure that PP-eligible students receive the best quality teaching available, as evidence and research suggests these are the students that benefit most (or are most affected when QFT is not in place).
- Progress, wellbeing and attendance support - To ensure holistic student development, the following strategies focus on supporting progress, wellbeing, and attendance.
 - We employ dedicated, non-teaching Pupil Premium Mentors to support PP-eligible students and their families. These mentors collaborate with teachers, parents, support staff, and external agencies to ensure personalized and effective support for each student. Mentors in our Aspire team are committed to helping PP students achieve their best possible outcomes.
 - We take every measure to prioritize the wellbeing of our vulnerable students, offering support through school counsellors, our safeguarding team, and external professionals.
 - By closely monitoring attendance and behaviour, providing targeted support when needed and incentivising continued improvement, we can ensure students are better positioned to access the resources and support available to them at school.
 - Providing students with access to a wider range of educational opportunities promotes the development of their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Progress – the progress made by disadvantaged students throughout their school time is often less than that made by non-disadvantaged students.
2	Behaviour – the behaviour of disadvantaged students is sometimes worse than that of non-disadvantaged students.
3	Attendance – absence rates amongst disadvantaged students are generally higher than those of non-disadvantaged students. Numbers with severe absence are rising.
4	Equality of access – disadvantaged students often do not have access to extra-curricular opportunities, trips and visits that their non-disadvantaged peers take opportunity of and therefore miss out on important cultural capital as a result. Having access to digital devices and technology for learning can be a barrier some students face.
5	Wellbeing, mental health and safeguarding – disadvantaged students are often our most vulnerable students and require support.

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.

Secondary Phase

Intended outcome	Success criteria
Progress gap narrows	<ul style="list-style-type: none"> • There is an improvement in the gap between the Progress 8 score of PP-eligible students compared with non-eligible peers. • The attainment of PP-eligible students is in line with that of non-eligible students. Internal tracking data for Y7-10 students shows a reduction in the gap between outcomes of PP-eligible students vs their non-eligible peers. • Staff buy in, ensuring that we adhere carefully to the Aspire (PP) promise for all PP-eligible students, including:- <ul style="list-style-type: none"> ○ Careful consideration of seating plan arrangements to best support their learning. ○ High-quality feedback – including verbal and written – at every opportunity.

	<ul style="list-style-type: none"> ○ High-quality interaction – including targeted questioning, high-quality discussion, structured conversation, general showing of interest in students’ progress and wellbeing. ○ Supported catch-up opportunities – including setting work to be completed during absence, an insistence that homework is completed and sharing of notes/resources for any lessons that PP eligible students miss.
Behaviour gap eliminated	<ul style="list-style-type: none"> ● The proportion of behaviour incidents, as identified by our behaviour log and points system, is not significantly different for PP eligible students as non-eligible. ● The rate of fixed-term exclusions (FTEs) is in line with, or lower than non-eligible students. ● The number of achievement/house points earned by PP-eligible students is not significantly different from non-eligible peer. ● Positive behaviours are rewarded and communicated to parents/staff/LT and trustees.
Attendance gap narrowed	<ul style="list-style-type: none"> ● Rates of persistent absence amongst PP-eligible students is in line with that of their non-eligible peers. ● School refusers are being actively targeted to improve attendance and address mental health issues. ● PP attendance in line with national attendance for PP.
Equality of Opportunity	<ul style="list-style-type: none"> ● PP-eligible students are supported in attending extra-curricular activities (residential, trips, sports clubs) and are at least proportionally represented, if not overrepresented. ● Engagement in peripatetic music lessons by PP-eligible students is in line or greater than with non-eligible. ● Representation of PP-eligible students in decision-making forums such as student voice and student council are broadly in line with non-eligible students. ● Careers advice and opportunities to access college, sixth form and apprenticeships are delivered. ● Equality of access to digital learning and technology.
Mental health, wellbeing and safeguarding	<ul style="list-style-type: none"> ● Support is given for all aspects of the PP-eligible students to promote their wellbeing and their mental health. ● Opportunities to support students with MHST and through the Aspire team are given as a priority. Access to counselling and youth worker appointments are sought as often as required.

Primary Phase

Intended outcome	Success criteria
Progress gap narrows	<ul style="list-style-type: none"> • The attainment of KS2 students (reading, writing and maths) for PP-eligible students is above national PP data in line with our non-PP students. • Year 1 Phonics screening test results are in line with non-PP students and above national.
Staff ensure that students have quality first teaching and learning where PP students receive the PP/ Aspire promise.	<ul style="list-style-type: none"> • Staff buy in, ensuring that all PP-eligible students receive the Aspire (PP) promise:- <ul style="list-style-type: none"> ○ Careful consideration of seating plan arrangements to best support their learning. ○ High-quality feedback – including verbal and written – at every opportunity. ○ High-quality interaction – including targeted questioning, high-quality discussion, structured conversation, general showing of interest in students' progress and wellbeing. ○ Supported catch-up opportunities – including setting work to be completed during absence, an insistence that homework is completed and sharing of notes/resources for any lessons that PP eligible students miss. • Develop early years oracy and language. Ensure speech and language support is given. Early years reading skills are maximise and timely interventions are delivered.
Behaviour gap eliminated	<ul style="list-style-type: none"> • The number of achievement points earned by PP-eligible students is not significantly different from non-eligible peer. • Positive behaviours are rewarded and communicated to parents/staff/LT and trustees.
Attendance gap narrowed	<ul style="list-style-type: none"> • Attendance for PP-eligible students is, on average, above 96%, above the national average for PP students and in line with non-PP students. • We intend that the attendance gap is narrowed in 2025 figures.
Equality of Opportunity	<ul style="list-style-type: none"> • PP-eligible students are supported in attending extra-curricular activities (primary clubs funded per term, residentials and trips) and are at least proportionally represented, if not overrepresented. • Engagement in peripatetic music lessons by PP-eligible students is in line or greater than with non-eligible. • Representation of PP-eligible students in decision-making forums such as student voice and student council are broadly in line with non-eligible students. • PP students supplied with digital technology to ensure equitable access to learning using digital devices.

Mental health, wellbeing and safeguarding	<ul style="list-style-type: none">• Support is given to all PP-eligible students in all aspects to promote their wellbeing and their mental health.• Access to Drawing and Talking and ELSA support given as a priority to any PP student who would benefit from support. Counselling offered in Year 6 when students are able to access this support service.• MHST referrals made for students who would benefit from their services. PP students' wellbeing monitored closely by class teachers.
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Activity in this academic year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Whole school budgeted cost: £24688

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching and learning, assessment and a curriculum which responds to the needs of the pupils.	<ul style="list-style-type: none"> Education Policy Institute report (2020) on the impact of high-quality CPD on outcomes. Teacher feedback to improve pupil Learning EEF. Assessment and feedback - EEF EEF – effective professional development guidance report (Oct 2021). 	1 2 3 4
CPD that is evidence based and context specific – PP strategy, whole school reading, primary writing (W4P and R4P), intervention, digital learning support, scaffolding, assessment analysis and progress attainment development.	<ul style="list-style-type: none"> Training on reading for all staff to improve the approach to reading/ writing/ phonics development of all students, including PP-eligible students. Oracy and language development training given. EEF Oct 21 report states that effective PD - to ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. 	1 2 3 5
Effective CPD delivery, QA and VOC attained.	<ul style="list-style-type: none"> CPD should be evidence based and context specific. Areas for CPD – primary writing, effective assessment analysis and finding the gaps, whole school reading. EEF report Oct 21 Use of Pixl resources to identify gaps in knowledge and how to bridge the gaps. 	1 2 3

Delivery of HPL	<ul style="list-style-type: none"> HPL – International research schools project in developing disciplinary Literacy (EEF 2021) Developing strategies of metacognition and cognitive development 	1 2 3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Secondary phase budgeted cost: £149708

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Progress Mentors - 4 FT members of staff in Secondary phase 1 team leader in Secondary phase	<ul style="list-style-type: none"> EEF Toolkit - Behaviour interventions - Social and Emotional learning - Parental involvement - Aspirations intervention. Progress development. Team expansion with oversight of year groups in Secondary phase. 	1 2 3 4
1:1 and small group tuition, led by teachers / outside tutors, in English, maths and science and other subjects Y7-11	<ul style="list-style-type: none"> EEF Toolkit – 1:1 and small group tuition identified as expensive but effective forms of intervention. Many non-eligible students invest in private tutors, so this also bring parity of access to PP-eligible students. Year team director and Performance leads to meet to identify gaps and organise interventions to encourage progress. 	1 2 3 4
Purchase of revision guides/resources for KS4 and KS3 subjects.	<ul style="list-style-type: none"> EEF Toolkit – levelling up access to learning materials. 	3
Digital devices supplied and access to technology	<ul style="list-style-type: none"> 2023 report from the Office for National Statistics (ONS) revealed that 30% of disadvantaged students lack access to a personal learning device at home, putting them at a disadvantage compared to their peers. 	1 4

	<ul style="list-style-type: none"> • Provision of school-issued devices for PP students to ensure equitable access to digital learning. This has happened for the last 2 years; students are able to take their devices home once the parental agreement has been signed. • Subsidised internet access for families experiencing financial hardship. 	
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Primary phase budgeted cost: £45339

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition, led by teachers / outside tutors	<ul style="list-style-type: none"> • EEF Toolkit – 1:1 and small group tuition identified as expensive but effective forms of intervention. Many non-eligible students invest in private tutors, so this also bring parity of access to PP-eligible students. • Small group tuition has an impact on learning when coupled with the delivery of the class teacher. Small group tuition – EEF. 	2 3 4
Establishment of lunchtime nurture groups for PP students and those who are vulnerable and need SEMH or nurture support in particular areas.	<ul style="list-style-type: none"> • SEMH needs are a growing issue post pandemic. Nurture groups support students with facing their issues and empower them with strategies to support themselves and promote the wellbeing. EEF social and emotional learning. 	1 5
CPD developing the approach to mastery in maths and developing literacy though reading and writing for pleasure.	<ul style="list-style-type: none"> • Improving literacy in KS1 and KS2, improving mathematics in KS2 and transition into KS3 EEF. 	1 2 3

Introduction of a new curriculum (Dimensions) that builds knowledge and skills.	<ul style="list-style-type: none"> Developing the primary curriculum, improving the coverage and the delivery of a knowledge and skills based curriculum - EEF maximising learning. 	1 2
PSHE – Jigsaw programme adopted across the whole school to ensure that SEMH issues are addressed in every class, in every year group.	<ul style="list-style-type: none"> Extensive evidence exists for the improved outcomes in later life of students who develop social and emotional skills - EEF Social and emotional learning. 	1 2 3
Purchase of resources – phonics resources, revision guides/resources for KS2.	<ul style="list-style-type: none"> EEF Toolkit – levelling up access to learning materials. 	3

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

Secondary phase budgeted cost: £29442

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of extra-curricular trips (or portion of), peripatetic music lessons, voluntary subject contributions	<ul style="list-style-type: none"> EEF Toolkit - Arts participation. EEF Guide to the Pupil Premium – evidence brief 	4 5
Breakfast club	<ul style="list-style-type: none"> EEF evidence assessment on breakfast interventions. 	1 2 3 4 5

Attendance and behaviour incentives and rewards	<ul style="list-style-type: none"> Ongoing government research into attendance impact on student outcomes, Attendance interventions rapid evidence EEF March 22. EEF guide to PP – supporting school attendance 	1 2 3
Improving communication with parents/carers	<ul style="list-style-type: none"> Levels of parental engagement are consistently associated with improved academic outcomes. Use working with parents to support children’s learning. (EEF- guide to the PP). Use coffee mornings where uniform is given, chase parents evening engagement – assisting the booking of appts. 	1 2 3 4 5
Transport, uniform and equipment	<ul style="list-style-type: none"> Without transport, uniform and equipment, students may experience barriers to their learning and subsequently this may have a negative impact on their willingness to attend school. Addressing Educational Disadvantage – Marc Rowland. Using PP – EEF April 22 	1 4 5

Primary phase budgeted cost: £19341

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of extra-curricular trips (or portion of), peripatetic music lessons, voluntary subject, primary extra-curricular clubs	<ul style="list-style-type: none"> Evidence that additional engagement in extra-curricular clubs has an impact on wellbeing. This supports the development of cultural capital. EEF guide to the PP. EEF Toolkit - Arts participation. 	4 5
Develop the use of forest schools to develop the SEMH needs of PP and vulnerable students.	<ul style="list-style-type: none"> Forest school research – Forest Schools: impact on young children in England and Wales - Forest Research 	1 2 5
Attendance and behaviour incentives and rewards	<ul style="list-style-type: none"> Ongoing government research into attendance impact on student outcomes, Attendance interventions rapid evidence EEF March 22. 	1 2 3

	Attendance assembly weekly with rewards for best class attendance.	
Transport, uniform and equipment	<ul style="list-style-type: none"> Without transport, uniform and equipment, students may face further barriers to their learning. By not having these vital things, it may have a detrimental impact on their attendance and engagement. Addressing Educational Disadvantage – Marc Rowland, Using PP – EEF April 22 	1 4 5

Total budgeted cost: £244551

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Secondary

Teaching and learning outcomes for KS4

The overall attainment for KS4 was strong with Attainment 8: 50.4 (school) vs 46 (national) and 44.7 (Local Authority -LA) and Grade 5+: 57.1% (school) vs 45.4% (national). CCS positive destination outcomes were that 97% of students remained in education vs 92% Nationally and locally.

However, despite having strong attainment for the school as a whole in KS4 results the gap between PP students and non-PP students has widened. Using FFT data to compare results this has shown that the difference between the attainment grades has widened further with disadvantaged students gaining an attainment 8 score of 32.4% at CCS vs a National score of 34.9%. With Attainment 8 scores for FSM being 3.2 vs 5.2 for CCS a gap of -2. The progress 8 score for FSM was -0.94 against a non FSM of 0.57. English and maths at grade 4 or above was 50% for disadvantaged pupils and 81% for non disadvantaged students.

With the comparison rate against national showing that our students are underperforming, and this requires urgent attention to improve both the Attainment and Progress 8 scores. Analysis of the data shows that we need to develop progress and look at securing higher grades especially in core subject areas.

A caveat for this data is that in the absence of KS2 data for the Year 11 the KS4 Progress 8 data is based on CAT4. In addition to this, further data analysis across last year's GCSE's from Arbor Education: "The Data Drop: GCSE Results gap widens for disadvantaged students" analysed over 1.4 million GCSE results and stated that a 16.8 to 28.7 percentage point gap exists between disadvantaged students and their non-disadvantaged peers. It stated that it is "1.7 times less likely" for disadvantaged students to meet key GCSE thresholds compared with non-disadvantaged peers.

Wider strategies

Disadvantaged student's wellbeing and mental health has been well supported by dedicated Pupil Premium Mentors (known as the Aspire team) who have ensured that families have been supported with guidance, support in their learning and with learning resources. They have offered support with transport, uniform and equipment without which students would have faced further barriers to their learning. The team have supported higher levels of parental engagement by contacting them to support them as improved communication is consistently associated with improved academic outcomes. An established breakfast club welcomes disadvantaged students daily to support them

with not only a good nutritious start to the day but with the nurture that accompanies this. Funding of extra-curricular trips (or portion of), peripatetic music lessons, voluntary subject contributions has enabled them to have more opportunities in line with their non-disadvantaged peers.

Attendance

Attendance for all FSM students is 82.0%, compared to the FFT national figure of 86.2%, which is a difference of -4.1.

Attendance for non-FSM students is 93.1%, compared to the FFT national figure of 93.3%, showing a small difference of -0.2.

The attendance of students who are Pupil Premium remains a concern, as we have a number of persistent absentees. This was especially evident in Year 9.

Actions for 25/26

1. Teaching and learning

- **Focus:** High-quality teaching as the primary lever for improving outcomes

CPD programme on:

- Adaptive teaching
- Scaffolding and challenge
- Feedback and questioning

- Departmental focus on disadvantaged pupil performance
- Use of evidence-informed strategies (retrieval, modelling, metacognition)

Intended impact: Improved classroom practice leads to increased progress and attainment for disadvantaged pupils.

2. Targeted Academic Support

Focus: Addressing gaps in knowledge and exam performance

- Small-group and 1:1 intervention in English and Maths
- Structured revision programmes for Year 11
- Targeted support for pupils on Grade 4/5 boundaries
- Diagnostic assessment to identify specific gaps

Intended impact: Accelerated progress and improved outcomes at Grades 4+ and 5+.

3. Wider Strategies

Focus: Removing barriers to learning

- Attendance monitoring and intervention
- Pastoral mentoring and wellbeing support
- Financial support for resources, trips, and revision materials
- Parental engagement to support learning at home
- Careers guidance to support post-16 progression

Intended impact: Improved attendance, engagement, and readiness to learn, leading to better academic outcomes.

Primary

1. Teaching and Learning outcomes

EYFS- 65% students achieved ELG in cohort with 67% of PP students achieving ELG. Therefore., PP students achieved slightly above their peers. This is a real strength and this should be maintained so there is parity between both groups. Our aim is to raise overall attainment through targeted interventions and QFT for all.

Year 1 Phonics

With a 67% phonics pass rate for cohort against national figures of 80%. only 38% of PP achieved in the desired outcome in the phonics screening test, although 80% of these are awaiting SEND diagnosis. Therefore, there is a significant difference between the outcomes of PP and non-PP students which must be addressed and further use of targeted interventions and adaptive teaching. Students who did not achieve their phonics screening in Year 1 will be re-tested in June 2026.

KS2 data.

DfE data analysis shows that attendance overall has improved between academic year 23/24 and 24/25 with attendance across the primary phase going from 95.5% in 23/24 to 95.8% in 24/25. For our disadvantaged students, this rose from 93.2% in 23/24 (which was above 91.8% FFT National figure) to 94.4% in 24/25 (above the FFT National figure of 92.1%). Our attendance for disadvantaged students last academic year was 2.3% up on the FFT National average and only 1.4% behind non-disadvantaged students. In the academic year 25/26, there will be further targeted work with families of disadvantaged pupils to support and develop the understanding the importance of good attendance.

2. Targeted Academic Support

Targeted interventions. Assessments across the primary phase show that the pupil premium funding helped effective interventions and ensured that disadvantaged pupils made progress from their starting points. Our data analysis has helped to inform us that

sustaining a programme of targeted interventions must be maintained to ensure these improved outcomes are sustained over time and help to close the attainment gap at an early age with literacy skills and arithmetic being a focussed area.

3. Wider strategies

Through active pursuit, disadvantaged pupils were able to access a range of extra-curricular opportunities including a wide range of before and after school clubs. All disadvantaged students were offered the opportunity to attend clubs and to have peripheric music lessons. All day trips and residentials were fully funded to maximise opportunities to develop their cultural capital. These were important to develop skills for this group of children to ensure they have access similar to opportunities to non-disadvantaged students at CCS.

The impact of the pastoral support has continued to be significant, and students show us that they value our focus in supporting their mental health and overall wellbeing concerns. We will strive to continue to improve our offers of family support as we know that this area can easily become a still barrier to learning and attendance.

4. Attendance

Primary attendance improved: 95.5% to 95.8%. PP attendance improved: 93.2% → 94.4%. PP attendance above FFT national and closing gap with non-PP (1.4% difference). An area of strength is our continued improvement of attendance and strong comparative national performance.

Actions for 25/26

1. Teaching and learning

Quality First Teaching: Consistently strong, adaptive teaching in all classrooms.

Phonics Focus: Intensive catch-up programmes and increased reading opportunities.

SEND Support: Early identification, targeted provision and staff training.

Attainment gap – monitor attainment and progress and close any further attainment gaps through analysis of termly data and use this to inform intervention groups.

2. Targeted Academic Support

Targeted Interventions: Small group/1:1 support in phonics, literacy and maths with regular monitoring

Focus on progress across all phases – targeted interventions should take place for all vulnerable students who are not meeting age-related expectations and the impact of these will be measured and monitored.

3. Wider strategies

Pastoral Care: Nurture groups and mental health support to improve readiness to learn.

Enrichment: Funded clubs, trips and music to ensure equal access and engagement.

Extra-curricular opportunities will continue to be offered to all PP students. Further develop their opportunities for forest school education by widening the teaching and learning of this across the primary phase.

- **Attendance:** Family engagement, mentoring and targeted support for persistent absentees. Our priority is to sustain and further improve attendance, especially persistent absentees and develop relationships between home and school through opening FHCs.

Intended Impact

- Increased % of PP pupils achieving:
 - ELG (EYFS)
 - Phonics pass (Year 1)
 - Age-related expectations (KS1/KS2)
- Narrowing attainment gap between PP and non-PP.
- Improved attendance and reduced persistent absence.
- High participation in enrichment activities.
- Improved wellbeing and engagement in learning.