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 this academic year and the effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Chipping Sodbury School
Number of pupils in school	779
Proportion (%) of pupil premium eligible pupils	19.4%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rob Skipp, Headteacher
Pupil premium lead	Jennifer Howe
Governor / Trustee lead	Robert Owen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,530
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	£146,530

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

What are your ultimate objectives for your disadvantaged pupils?

How does your current pupil premium strategy plan work towards achieving those objectives?

What are the key principles of your strategy plan?

At Chipping Sodbury School, our goal is to help pupils leave school as responsible, respectful and aspirational global citizens of the world who demonstrate integrity, resilience and kindness in everything they do. We believe that the highest possible standards can be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them achieve excellent outcomes in every area of their school experience, including the Pupil Premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged (DA) pupils and closing the gap with their peers
- Providing funding for LAC and previously LAC
- Supporting pupils with parents in the armed forces. This statement outlines the amount of funding available and the school's strategy for spending the PPG effectively

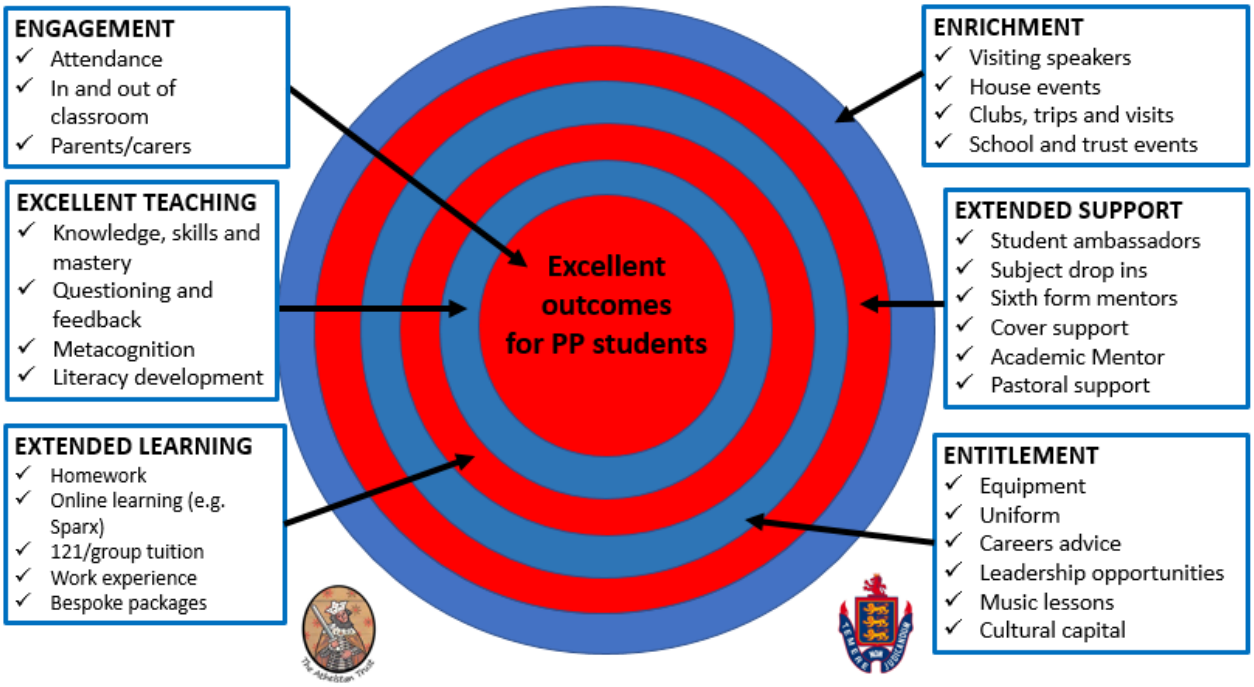
The school has a clear Pupil Premium strategy to help pupils from disadvantaged backgrounds thrive at school. Intervention is categorised into six key themes:

- Engagement – ensuring pupils attend school on time, all day, every day. Pupils engage with additional opportunities outside of the classroom such as WEX. Parents and carers engage with the school through regular contact from support and teaching staff, parents' evenings and other outreach work
- Excellent teaching – all disadvantaged pupils benefit from 'quality first teaching' in which evidence-based strategies are embedded to ensure that pupils master and recall substantive and disciplinary knowledge. Literacy is a key area within this
- Extended learning – ensuring disadvantaged pupils are supported with learning opportunities outside of the classroom including homework and independent learning opportunities, tuition and, where needed, alternative provision
- Enrichment – it is essential that disadvantaged pupils engage with enriching opportunities including clubs, trips and visits that inspire them to have high

aspirations and help them develop transferable skills such as communication, teamwork and the ability to analyse and debate. In addition, many of these events are focused on enjoyment and making lasting memories – so important in any child's school life

- Extended support – ensuring disadvantaged pupils can access support through a range of different avenues to maximise their learning and wellbeing in school
- Entitlement – all disadvantaged pupils are entitled to a range of free resources and opportunities, from revision guides to cooking ingredients and to music lessons

Below is a summary of how Chipping Sodbury School aims to achieve excellent outcomes for its disadvantaged learners. It is recognised, and it is intentional, that many of the strategies employed to support disadvantaged learners will also support their non-disadvantaged peers.



Challenges

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

Challenge number	Detail of challenge
1	• **Engagement –** attendance data indicate that the attendance of disadvantaged students, particularly their persistent absence, is worse than that of their non-disadvantaged peers. Poor attendance is impacting negatively for some pupils on learning and progress, student wellbeing and participation in wider school life.
2	**Excellent literacy –** assessment data, staff observations, book looks, lesson drop-ins, and examination results provide evidence that the development of the literacy skills of disadvantaged learners is behind that of

	their non-disadvantaged peers. Embedding a love of reading, improving spelling and reading ages, enhancing vocabulary acquisition and developing proficient oracy skills are of the highest priority if their achievement is to be at least in line with their non-disadvantaged peers and exceed performance of disadvantaged pupils nationally.
3	**Excellent teaching –** ALL pupils should receive Quality First Teaching so that they are fully engaged and challenged in their learning and are able to articulate and retrieve knowledge and skills over time. Lesson observations, book looks, pupil voice and assessment data indicate that the school needs to raise the quality and consistency of teaching and learning in the classroom. In addition, students are taught the metacognitive skills to plan, evaluate and monitor their own learning.
4	**Excellent outcomes -** internal tracking data and externally validated examination results indicate that attainment and progress of disadvantaged students does not yet match that of their non-disadvantaged peers.
5	**Enrichment –** attendance data as well as staff and pupil voice provide evidence that currently disadvantaged pupils attend fewer clubs than their non-disadvantaged peers.
6	**Extended support –** Through observations from staff, analysis of safeguarding records and discussions with pupils and families, mental health, social and emotional issues, including medically diagnosed anxiety and depression, are particularly apparent for pupils in receipt of Pupil Premium. Several of these pupils complex safeguarding needs.

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
1) Quality first teaching in all classrooms, teachers held accountable for their classes and progress.	Lesson observation and feedback, pupil voice and data identify that all students experience lessons that enable them to enjoy learning, make good progress and outcomes reflect this.
2) Literacy skills are improved for all pupils including disadvantaged across Years 7-11.	Pupils with lower reading and spelling ages upon entry in Year 7 have the support of literacy intervention in small, bespoke groups to accelerate progress. Lesson observation, staff and pupil voice demonstrate high levels of pupil engagement with the whole-school reading programme (Literacy Legends). Pupils can recall, define and apply a range of key tier 2 vocabulary in every subject. Pupils can use a range of tier 3 vocabulary within their responses to questions in lessons, verbally and in extended writing.

3) Disadvantaged pupils have improved attainment and progress levels.	Significantly narrow the attainment and progress gap between disadvantaged pupils and non-disadvantaged pupils in GCSE exams at the end of the year.
4) Attendance levels are increased across all years for disadvantaged (and non-disadvantaged) pupils.	Attendance strategy further embedded – tutors, Pastoral Progress Leaders, Attendance Officer, Student Support Team and Senior Leaders all contributing to contact home and review meetings. Persistent absence figure for disadvantaged pupils is in line with national average. Overall attendance figure for all pupils is in line with national average. Overall attendance gap between disadvantaged pupils and non-disadvantaged pupils is reduced by 1-2%.
5) Improved emotional wellbeing for disadvantaged pupils.	Pupil voice indicates that students feel supported and can identify key trusted adults to talk to in times of need. High engagement rate with a range of support services including counselling, mentoring, Mental Health Ambassadors and School Health Nurse that need this additional emotional support. Improved attendance at extra-curricular clubs for disadvantaged pupils.

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 support for the academic year (for example, CPD, recruitment and retention)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop quality assurance model to assess impact of quality first teaching in every classroom to identify areas for development with regards to modelling and mastery teaching, feedback and metacognition Ensure the progress of disadvantaged pupils is a running thread through CPD, lesson observations, book looks and pupil voice Use of teaching resources such as visualisers and mini-whiteboards will continue to be modelled and embedded to support explicit instruction and instant feedback Whole-school CPD in line with whole-school lesson framework, in particular, adaptive teaching for PP students with SEND needs. Embed 'first five' model for students to be checked in on first	EEF (www.educationendowmentfoundation.org.uk) The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. • Sutton Trust (www.suttontrust.com) – quality first teaching has direct impact on student outcomes. Microsoft Word - Teachers Impact report final.docx (suttontrust.com) The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning The Education Endowment Foundation (EEF) analyses the implementation cost, evidence strength and impact (by months added) of a variety of strategies for disadvantaged learners: Mastery learning | EEF (educationendowmentfoundation.org.uk) + 5 months Feedback | EEF (educationendowmentfoundation.org.uk) + 6 months	2,3,4

Whole-school CPD on sharing effective feedback strategies with disadvantaged pupils prioritised – new faculty feedback frameworks created and rolled out	Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) + 7 months The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in their usual curriculum content. Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk) + 5 months Tasks and activities, if designed carefully, can support students in effective collaborative and cooperative learning whereby they are working together to achieve a shared goal. It is important that all pupils articulate their thinking for others to benefit fully.	
Purchase of additional books for the Literacy Legends tutor time reading programme to further improve the range of fiction for younger pupils to increase engagement Visiting authors to run workshops and inspirational talks to help promote the power and enjoyment of reading for pleasure Reading buddy scheme led by Senior Students in Year 11	Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) + 6 months Oral language interventions | EEF (educationendowmentfoundation.org.uk) + 6 months Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.	2,3

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

Budgeted cost: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued appointment of Academic Mentor (HLTA) – KS4 (3 days) who focuses on engagement with core subject independent learning and some in-class support	Academic mentoring is focused on helping students develop their metacognitive skills and self-regulation as well as identifying and removing barriers to poor attendance Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) + 7 months	1,4,6
'Super 7' revision programme led by DHT and Academic Mentor – bespoke lessons during tutor time for Year 11 on how to revise effectively with revision resources provided		
Timetabled literacy intervention programme to close gaps in English in Years 7-11 – small group catch-up and paired reading	Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) + 6 months Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.	2,4
Small group Maths tuition, primarily targeted at underachieving Year 11 students (tutor time and during lessons)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | EEF (educationendowmentfoundation.org.uk)	4
Small group English tuition, primarily targeted at underachieving Year 11 students (tutor time and during lessons)		4

Additional 1:1 tuition/support for Children in Care		4,6

Wider strategies for the current academic year (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Year 10 'Aiming High' days – visits to universities to help raise aspirations and engagement	Although evidence is limited the school is focusing on raising aspirations and reducing passivity. University visits are part of an entitlement to explore higher education establishments and consider future career paths	1, 4, 6
Continued appointment of a behaviour and attendance officer – 0.8 FTE	Behaviour interventions | EEF (educationendowmentfoundation.org.uk) + 4 months	1,6
New attendance rewards and incentives for disadvantaged pupils including weekly 100% staged attendance certificates and 'pick a prize' scheme for 100% weekly winners	EEF toolkit– Parental engagement New guidance report published: Working with Parents to Support… | EEF (educationendowmentfoundation.org.uk) Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Attendance research: An evidence informed approach to… | Durrington Research School 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. Data shows pupils with highest attendance make the most progress, due to increased opportunities for overlearning and access to a personalised curriculum.	

	A dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	
Continued appointment of an additional school counsellor – 0.4 FTE	COSMO – Covid Social Mobility and Opportunities Study (Nov 2022) mental-health-and-wellbeing.pdf (cosmostudy.uk) A significant proportion of young people are experiencing poor wellbeing and mental health, with 44% reporting high psychological distress – a notable increase compared to previous cohorts over the past 15 years. These findings once again highlight the need for sustainable and well-funded support for young people experiencing mental health issues, including preventative and early intervention services to prevent future cohorts from experiencing such issues. A proportion of funding for education-related catch up should also be added to funding allocations and ringfenced for mental health support.	1,6
Alternative Provision (Off-Site Support) including transport where needed	When appropriate these provisions can provide a smaller setting for pupils to receive smaller group or one to one support which has shown to be effective. Behaviour interventions | EEF (educationendowmentfoundation.org.uk) + 4 months	1,5,6
External mentoring (including onsite offer) with Switch mentoring	EEF toolkit: Mentoring | EEF (educationendowmentfoundation.org.uk) Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	1,6
Music lessons	Expanding co-curricular experiences and skills helps to develop self-confidence in pupils and is part of our drive to raise aspirations and school enjoyment for disadvantaged pupils. Ofsted research (2019) places emphasis on improving cultural capital, particularly	1,5
Subsidised Duke of Edinburgh Award		1,5
Subsidised trips and visits		1,5

	for disadvantaged pupils. Pupil surveys reflect greater enjoyment and engagement in school. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	
Learning resources e.g. revision guides, books	Provision of equipment and learning resources support quality first teaching and ensure disadvantaged learners are able to access the full curriculum offer. A lack of uniform can be a barrier to a student attending school and feeling part of the school community.	2,3,4
Uniform, GCSE PE sports shirts, DT aprons etc.		1,5
Learning equipment e.g. ingredients, DT and Art materials		1,3,4,5
Reward programme	Behaviour interventions | EEF (educationendowmentfoundation.org.uk) A wide and varied programme of rewards, recognition and praise are essential in creating a positive whole-school ethos and improving behaviour and attendance.	1,2,3,4,5,6
Launch of new homework club during lunchtime led by Academic Mentor supported by voluntary staff	EEF toolkit: Homework | EEF (educationendowmentfoundation.org.uk)	

Total budgeted cost: £146,000

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 to 2025 academic year.

GCSE outcomes

The gap between the PP and non-PP GCSE Progress 8 figure has narrowed significantly in a number of measures (see data overview below) which has been supported by a drive

to teach PP students revision strategies and support them with their revision and homework completion on a regular basis. The focus in 2025-26 is to continue ensuring students are full stretched and supported in lessons through careful questioning, modelling and timely feedback and know how to revise to support them with their independent learning. The school has undertaken a review of the Study Support programme and further developed it to focus on revision sessions for specific subjects. This has enabled students to attend targeted revision sessions in subjects where they need the most support.

PP vs Non-PP

PP HEADLINES	Non-PP	PP	GAP
	Actual results (2025)		
Basics (En G5 & Ma G5)	38%	31%	7%
Basics (En G4 & Ma G4)	67%	62%	5%
% 5-9 English	57%	39%	18%
% 4-9 English	73%	70%	3%
% 5-9 Maths	44%	39%	5%
% 4-9 Maths	74%	62%	12%
Grade 7+ in En & Ma	3%	8%	-5%
Progress 8			
Attainment 8	44.23	39.35	4.88
Progress Maths Basket			
Progress English Basket			

2023 Historical Figures

	PP students	Non-PP	Gap
En & Ma >G4	17.4%	50%	32.6%
P8	-1.63	-0.4	-1.3

2024 Historical Figures

	PP students	Non-PP	Gap
En & Ma >G4	31%	61%	30%
P8	-1.35	-0.26	-1.13

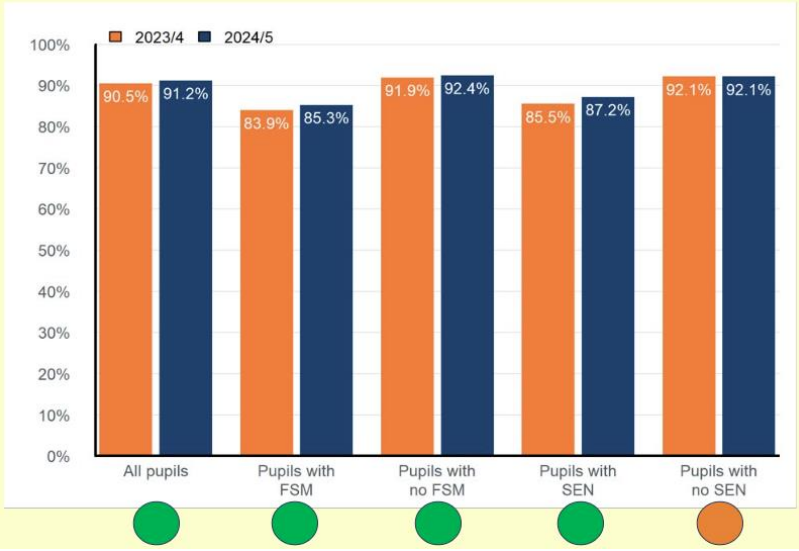
Analysis of Intersect groups (PP and ...)

	# of students	P8 Score	% >4 in Eng & Ma
PP Boys	4		100%
PP Girls	9		44%
PP SEND-K	7		43%

Attendance outcomes

Attendance has improved in nearly every measure since last year including attendance of FSM students. There remains a gap of 7% between attendance of disadvantaged pupils and non-disadvantaged pupils, but the attendance of pupils with FSM in South Gloucestershire is strong compared to other local secondary schools. Nationally the attendance of disadvantaged pupils is in the same decile as disadvantaged pupils.

Attendance: 2023-24 v 2024-25

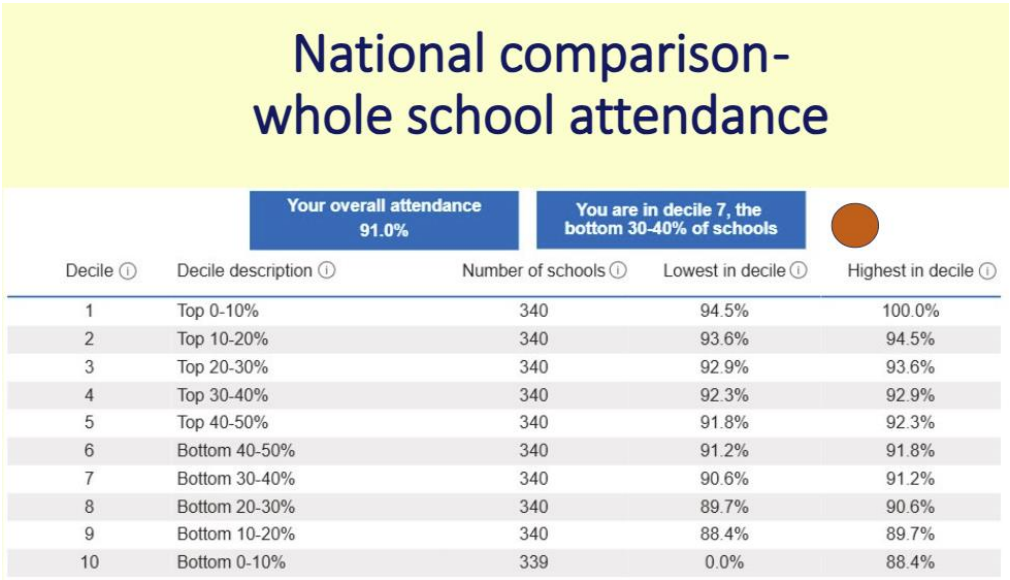


South Glos. comparison- whole school FSM attendance

Attendance measure	Percentage	Ranking ⓘ
Overall attendance	85.1%	You are ranked 3rd out of 16 schools
Overall absence	14.9%	You are ranked 3rd out of 16 schools
Authorised absence	10.0%	You are ranked 7th out of 16 schools
Unauthorised absence	4.9%	You are ranked 3rd out of 16 schools
Persistently absent	45.0%	You are ranked 3rd out of 16 schools
Severely absent	6.1%	You are ranked 1st out of 16 schools

National comparison- whole school FSM attendance

		Your overall attendance 85.1%	You are in decile 7, the bottom 30-40% of schools	
Decile ⓘ	Decile description ⓘ	Number of schools ⓘ	Lowest in decile ⓘ	Highest in decile ⓘ
1	Top 0-10%	340	92.1%	100.0%
2	Top 10-20%	340	90.3%	92.1%
3	Top 20-30%	339	88.9%	90.3%
4	Top 30-40%	339	87.9%	88.9%
5	Top 40-50%	339	86.9%	87.9%
6	Bottom 40-50%	339	85.8%	86.9%
7	Bottom 30-40%	339	84.7%	85.8%
8	Bottom 20-30%	339	83.4%	84.7%
9	Bottom 10-20%	339	81.6%	83.4%
10	Bottom 0-10%	339	0.0%	81.6%



Decile	Decile description	Number of schools	Lowest in decile	Highest in decile
1	Top 0-10%	340	94.5%	100.0%
2	Top 10-20%	340	93.6%	94.5%
3	Top 20-30%	340	92.9%	93.6%
4	Top 30-40%	340	92.3%	92.9%
5	Top 40-50%	340	91.8%	92.3%
6	Bottom 40-50%	340	91.2%	91.8%
7	Bottom 30-40%	340	90.6%	91.2%
8	Bottom 20-30%	340	89.7%	90.6%
9	Bottom 10-20%	340	88.4%	89.7%
10	Bottom 0-10%	339	0.0%	88.4%

Enrichment

Trip attendance has significantly increased for disadvantaged learners because of a prioritisation strategy to ensure all learners in receipt of Pupil Premium have a place on a trip before other spaces are filled. The uptake for trip engagement Enrichment Week, in particular, was higher than in 2023-24. The next phase is to further increase attendance at clubs.

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

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?	

What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.