



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	Corfe Hills School
Number of pupils in school (inc. post 16)	743 (963)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2024/25 to 2026/27
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Sara Jones
Pupil premium lead	Cory Nicholls
Governor / Trustee lead	Andy Maxey

Funding overview

Detail	Data
Pupil premium funding allocation this academic year	£154,705
Recovery premium funding allocation this academic year	£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	£154,705

Part A: Pupil premium strategy plan

Statement of intent

At Corfe Hills School we firmly believe that all students, irrespective of background or individual circumstances, can "learn to the max" and make excellent progress academically but we also place a high value in ensuring our students develop and mature as young people. Our key message of high expectations and exceptional individuals apply to every member of the school community, but it is perhaps most pertinent when we apply these principles to disadvantaged students.

Having high expectations means that students experience disruption free learning through a robust and effective behaviour policy and this approach underpins our Pupil Premium strategy. We firmly believe that students experiencing disruption free learning is key to closing the disadvantage attainment gap and ensuring that all learning takes place in an environment where every individual can reach their potential. This approach allows teachers to spend their time and energy on getting the best out of every student without having to manage disruptive behaviour which can detrimentally impact on the learning of others.

An integral part of our strategy is ensuring that we know all our students well and can provide them with the support appropriate to their needs. We provide all our students with the opportunities to develop as "exceptional individuals" regardless of whether they are disadvantaged or not. Opportunities within the school for students to develop are numerous and our strategy is to ensure that these opportunities are open to all.

High quality teaching is at the heart of what we do and is vital in ensuring that all students, irrespective of their background, achieve high attainment across a broad and balanced curriculum. The approaches we have adopted allow all students to have the opportunity to excel at Corfe Hills School.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged boys are making less progress than other pupils Key Stage 4.
2	Disadvantaged students with middle and high prior attainment at KS2 are making less progress than other pupils Key Stage 4.
3	Disadvantaged students have lower reading ages compared to other pupils and this vocabulary gap limits potential outcomes
4	Attendance rates for disadvantaged students are low (80% - below the target for all children of 96%). This reduces their school hours and impacts on their progress.
5	Disadvantaged students are more likely to receive behaviour sanctions and less likely to receive rewards.

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
Boys who are disadvantaged make the same progress as other students at Key Stage 4	<ul style="list-style-type: none"> Outcomes show that disadvantaged boys make the same progress by the end of the year as the rest of the cohort. Where disadvantaged students are underperforming this is tracked by raising standards leader and subject leaders with appropriate interventions put in place.
Disadvantaged students with high prior attainment at KS2 make the same progress as other students at Key Stage 4	<ul style="list-style-type: none"> Outcomes show that students with middle and high prior attainment achieve well at end of key stage 4 assessments. Strategies put in place to ensure disadvantaged students identified as middle and high attaining from KS2 prior attainment make the same progress by the end of the year as the rest of the cohort.
The reading age of disadvantaged students is the same as other students.	<ul style="list-style-type: none"> 'We Are Readers' programme across Year 9 and Year 10. New group reading tests to show accelerated reading ages.
Increased attendance rates for disadvantaged students	<ul style="list-style-type: none"> Reduce the number of persistent absentees (PA) among disadvantaged students. Overall attendance among disadvantaged students improves from to improve to 96% in line with 'other' students. Wellbeing mentor provides additional support to students that are struggling to attend school regularly.
Behaviour is outstanding for all students in every classroom.	<ul style="list-style-type: none"> Lesson observations and drop ins show that there is disruption free learning in every classroom. The Behaviour system and behaviour interventions are effective for all students, and particularly the disadvantaged. Disadvantaged students are no more likely to receive sanctions than the rest of the cohort. Disadvantaged students receive as many rewards / positive achievement points as the rest of the cohort.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £54,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Remove variation in teaching to maximise student learning. Developmental drop in scheme delivered for all members of staff	High quality teaching is proven to have the greatest impact on closing the attainment gap and will benefit all students within the school.	1,2

to ensure iterative and sustained improvement in the quality of teaching in all lessons.	EEF Effective Professional Development	
KS4 and KS5 curriculum to be reviewed through the deep dive process to ensure that the curriculum is robust and meets the needs of disadvantaged students.	Research shows that a curriculum that is ambitious for all students will enable disadvantaged students to succeed. Evidence suggests that sustained and ongoing curriculum development and review is essential to ensure an ambitious curriculum is maintained that effectively meets the needs of current cohorts. EEF Teaching and Learning Toolkit	1,2
A behaviour support team is developed, including appointment of an additional member of staff, with a specific focus to ensure that disadvantaged students are successful in school and any barriers to learning are removed.	Learning from other schools shows that disruption free learning is a massive driver in improving outcomes for disadvantaged students. We face a particular challenge to ensure that disadvantaged students experience the same level of success and are no more likely to receive sanctions than the rest of the cohort. EEF Improving Behaviour in Schools EEF Behaviour Interventions EEF Social and Emotional Learning Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK	5
Sustain 'We are Readers' programme to improve tier 2 vocabulary and embed other literacy interventions	Research suggests that most young people enjoy reading but that by secondary age they are reading less frequently and so have less exposure to the more complex language (tier 2 vocabulary) that is often only accessed in written form. For students to successfully access the curriculum and achieve academic success they require a broad vocabulary. Learning from the success of other schools we are sustaining a whole school strategy to improve literacy levels as well as embedding targeted interventions for those with the greatest need of support. EEF Improving Literacy in Secondary Schools	3

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

Budgeted cost: £43,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic subject intervention sessions for year 11 students four days a week to address knowledge gaps	Targeted interventions have been shown to be effective in accelerating progress and are also particularly effective in increasing aspiration and self-belief in students EEF Improving Literacy in Secondary Schools EEF Effective Tutoring	1,2
RSL review meetings following each progress check to focus on specific targeted interventions at a subject level for disadvantaged students with a particular focus on boys and pupils with high prior attainment at KS2.	To accelerate progress, it is vital that subject leaders and teachers at all levels regularly review the progress of all their students and identify specific actions to support students to make increased progress. Disadvantaged students will be a particular focus of the review process following each progress check. EEF Teaching and Learning Toolkit	1,2
"Nurture" tutor group to allow for targeted literacy work with disadvantaged students in small tutor group at KS4.	Small group environment will allow for the tutor to tailor the 'We are Readers' and the tutor programme so that it is targeted at the correct level to allow students selected to get most from this intervention and improve literacy levels. EEF Improving Literacy in Secondary Schools EEF Effective Tutoring EEF Small Group Tuition	3,5

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

Budgeted cost: £56,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A behaviour support team is developed, including appointment of an additional member of staff, with a specific focus to ensure that disadvantaged students are successful in school and any barriers to learning are removed.</p>	<p>Learning from other schools shows that disruption free learning is a massive driver in improving outcomes for disadvantaged students. We face a particular challenge to ensure that disadvantaged students experience the same level of success and are no more likely to receive sanctions than the rest of the cohort.</p> <p>EEF Improving Behaviour in Schools EEF Behaviour Interventions EEF Social and Emotional Learning Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</p>	<p>5</p>
<p>Attendance of disadvantaged students in line with attendance of all students. Attendance meetings happen every week to address any concerns and put appropriate intervention in place.</p>	<p>Our outcomes shows that disadvantaged students who are in school make progress in line with the rest of the cohort and removing barriers to students getting into school is vital to closing the gap.</p> <p>EEF Improving School Attendance EEF Supporting School Attendance EEF Attendance Interventions Evidence EEF Parental Engagement</p>	<p>4</p>
<p>Curriculum subsidies</p>	<p>To remove barriers to learning by providing funding to purchase equipment needed for courses e.g. calculators, course materials and revision resources.</p> <p>EEF Pupil Premium Guide</p>	<p>1,2</p>
<p>Extra curriculum subsidies</p>	<p>To remove barriers to learning by providing funding to ensure equal access to extra-curricular activities and school trips and visits</p> <p>Creating cultural capital - The Sutton Trust Children's University - second trial EEF Teaching and Learning Toolkit EEF</p>	<p>1,2</p>

Total budgeted cost: £154,705

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.

Disadvantaged students are still performing below the average of those who aren't disadvantaged.

When comparing the school disadvantaged to national non-disadvantaged: Overall A8 for disadvantaged students is 'narrowing'; English A8 is 'narrowing'; Maths A8 is 'narrowing'; Science grade 4 plus is 'narrowing'; EBacc A8 is 'narrowing'.

Attendance to school continues to have the greatest impact on the progress and outcomes that disadvantaged students can achieve. In response to this more funding has been allocated to strategies that support students to attend school more regularly and engage positively in school. This will hopefully enable students to perform even better in the GCSE exams summer 2026.

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?	Funding was used to provide pastoral support to students.
What was the impact of that spending on service pupil premium eligible pupils?	Students were given the individual support needed during difficult circumstances.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring students and parents understand our strategy by providing information about the support they will receive, how the curriculum will be delivered, and what is expected of them.
- utilising support from external agencies to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award, Set for Success programme, School Trips, interhouse events and personal development days), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the impact of activities that we have previously undertaken. Each activity has been reviewed and a decision was made to either continue, change or remove. We made use of evidence from different sources of data including assessments, engagement in lessons and conversations with stakeholders to identify the challenges faced by disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.