

Pupil Premium and Recovery Funding: 2025/26

This statement details our school's use of the pupil premium funding to help improve the attainment of disadvantaged pupils.

It outlines our strategy, how we intend to spend the funding this academic year and the effect last year's spending had within our school.

School overview

Detail	Data
School name	Codsall Community High School
Number of key stage 4 pupils in school	787
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	September 2023
Dates on which it will be reviewed	Jan-24, Apr-24, Sep-24, Jan-25, Apr-25, Sep-25, Jan-26, Apr-26 and Sep-26.
Statement authorised by	Simon Maxfield, Headteacher
Pupil premium lead	Dan Robinson, Deputy Headteacher
Governor / Trustee lead	Vince Green, PP Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,500
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	£150,500

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, enjoy school, attend regularly, behave well, make good progress and have high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals.

We will consider the challenges faced by students who are eligible for the pupil premium both in general and specifically for each individual student.

We will also consider the potential of each pupil premium student and align our strategies with their ambitions.

Providing high quality education is at the heart of our approach as this has been proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit non-disadvantaged pupils in our school. Continuous Professional Development offered by our school will focus on strategies that benefit all pupils and particularly those who are disadvantaged. This will include retrieval practice and other ways of securing long-term recall of knowledge, making sure students are aware of the progress they are making so they feel positive about their education, sitting students who are underachieving near to a teacher so they receive extra help and taking action to address poor behavior so it does not impact on the learning of others.

We will also use two waves of intervention – additional support in lessons and outside of lessons – for students who require extra support on top of quality first teaching.

We will have a clear focus on securing high attendance for pupil premium students as when students aren't in school or aren't in lessons they can't achieve. We will also make sure behaviour is good or better in all lessons so all students can make the most of the lessons they are in.

Challenges

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

Challenge number	Detail of challenge
1	<p>Enjoyment of school for disadvantaged students in the school was lower than for non-PP students and much lower than the school's ambitious target.</p> <p>The challenge is to improve enjoyment for disadvantaged pupils so almost all enjoy coming to school.</p>
2	<p>Attendance for disadvantaged students in the school was lower than for non-PP students in the school and nationally.</p> <p>The challenge is to raise attendance for disadvantaged pupils so it is high.</p>
3	<p>Effort is lower, behaviour is worse and fixed term exclusions were higher for disadvantaged students in the school than for non-PP students and for the school's ambitious targets.</p> <p>The challenge is to improve effort and behaviour for disadvantaged pupils so it is good for all and outstanding for most.</p>
4	<p>Achievement for disadvantaged pupils was lower than for non-PP students in the school and nationally.</p> <p>The challenge is to raise achievement for disadvantaged pupils so it is high across Key Stage 4.</p>
5	<p>Attainment of disadvantaged students in the school was lower than for non-PP students in the school and nationally.</p> <p>The challenge is to accelerate progress of disadvantaged pupils so more reach Grade 4+ and Grade 5+ in both English and Maths and overall attainment rises.</p>

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
Improved enjoyment of school	Good+ \geq 95%
Improved attendance	Attendance \geq 94.8%
Improved behaviour	Effort Good+ \geq 100%, Outstanding \geq 50% Behaviour Good+ \geq 100%, Outstanding \geq 50% Fixed Term Exclusions \leq 8.6%
Improved achievement	Progress 8 \geq +0.10
High attainment	Attainment 8 \geq 44.4 Grade 4+ in English and Maths \geq 65% Grade 5+ in English and Maths \geq 43%

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.

Quality of Education (for example, CPD, recruitment and retention)

Budgeted cost: £20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of high quality teachers in the shortage subjects of Maths and Science	Offer funded professional development or Levelling Up Premium payment to align with DfE initiative for Physics, Mathematics and Chemistry for Main Scale Teachers.	4,5
Additional coaching for teachers in the shortage subjects of Maths and Science and in humanities subjects (Geography and History) where PP students underachieved.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/motivating-teachers-with-incentivised-pay-and-coaching	4,5
Recruitment of high-quality teachers in other hard to recruit subjects	Be clear in job adverts about when Recruitment & Retention Allowances are offered, for example, £1000 recruitment allowance offered to all staff appointed (first year) and retention allowance offered to all with exceptional performance (second and subsequent year) for roles that are hard to recruit to.	4,5
Teaching and Learning Communities to provide training for all teachers on metacognition, retrieval practice, practical strategies to address underachievement, learning behaviour and behaviour management.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours	3, 4, 5
Staff briefings to share practical strategies to raise achievement for PP students.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/motivating-teachers-with-incentivised-pay-and-coaching	1, 3, 4, 5

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

Budgeted cost: £100 526

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Baseline assessments taken by Year 9 in English, Maths and Science at the end of Year 8 with gap analysis carried out by Seconds in Department and used to inform planning. Pupil Premium Champion in English and Seconds in Department in Maths and Science to meet Year 11 PP students before their Mocks and GCSE exams to provide guidance on how to prepare for them. 	https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	4,5
<ul style="list-style-type: none"> Academic mentoring provided by the Key Stage 4 (KS4) Mentor. In class support by Teaching Assistants. Supported study sessions each week for Year 11 run by Teachers. Intervention sessions for Year 11 for all courses with Teachers, KS4 Mentor and PP Champions approaching PP students to sign them up with additions sessions in areas of underachievement. Improving intervention lessons so they are of a consistently high quality in all subjects. Providing additional support (R.A.C.E. course and Raising Achievement Tutor Groups) for students just below Grade 4 and 5 in GCSE English and GCSE Maths so they reach these important standards. Purchase Knowledge Organiser and Retriever Set for core subjects in Y9, Revision Guides for accelerated courses in Y10 and Revision guides for all courses in Y11, plus equipment in all years. 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	4 3,4,5 4 4,5 4,5 5 4,5

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

Budgeted cost: £32 549

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Run a coffee morning with parents of Year 8 PP students in the summer term before they join to build relationships. Include termly online or in person catch-up sessions for parents and the Home School Link Officer. Investigate Team Building Day or Summer School with activities for PP students with some including their parents. 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4, 5
<ul style="list-style-type: none"> Aspirational mentoring from Year 12 students to raise aspirations and inspire Year 11 PP students to apply to Codsall Sixth Form. 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 3
<ul style="list-style-type: none"> Extensive careers interviews for all Year 10 and 11 PP students to ensure they have clear goals that are aspirational and realistic. 	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	1, 3
<ul style="list-style-type: none"> Work placements or college experiences during holiday time for skilled trades, e.g. electrician to help students secure well paid jobs in the future. 		1, 3
<ul style="list-style-type: none"> Rewards trips at the end of Year 9 and 10 for students with positive conduct and good attendance with paid for places for PP students. 	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation	1, 3
<ul style="list-style-type: none"> Rewards afternoons each term for students with excellent behaviour, attendance and achievement that are well represented by PP students. 	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation	1, 3
<ul style="list-style-type: none"> Enrichment clubs and activities offered to all students at lunch and after school with transport home. 	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1, 2

<ul style="list-style-type: none"> Attendance mentoring for all PP students to understand reasons for any absences and agree practical steps for improvement. Attendance mentoring for all PP students with chronic attendance (<70%) and their parents. First and second day absence phone calls for all PP students. Attendance checklist used during parent meetings using NHS guidance. Meet with PP students with low attendance (<95%) to understand the reasons for low attendance and agree practical steps to overcome them. Refer students who are persistently absent to the Educational Welfare Officer to initiate steps needed for prosecution. KS4 Mentor to support for students who are severely absent (<50%) when they return to school so they don't feel out of place by providing in class support, liaise with teaching staff and providing help to catch up. 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2
	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	2
		2
		2
	https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	2
		2
<ul style="list-style-type: none"> Behaviour mentoring by KS4 Mentor. 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3
<ul style="list-style-type: none"> Run an after school homework club that feels like a club so PP students get help with homework. 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3, 4, 5
<ul style="list-style-type: none"> Purchase uniform, equipment and books. 		1
<ul style="list-style-type: none"> Fund educational visits and KS4 Mentor to approach students to make sure they know they can go on a visit and it will be funded. 		1

Total budgeted cost: £153 075

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 2022/23 and 2023/24 academic years.

Attendance for students who are eligible for the pupil premium is above PP students nationally (CCHS PP 2022/23 = 86.7%, 2023/24 = 86.8%), but below non-PP students nationally (National non-PP 2023/24 = 94.4%).

The suspension rate is high and increasing (CCHS PP 2022/23 = 23.3%, 2023/24 = 26.4%) and this is significantly higher than the rate for non-PP students nationally.

The proportion of PP students attaining a standard pass in English and Maths (Grade 4+) has improved (2022/23 = 44%, 2023/24 = 59%) as has the proportion attaining a strong pass (Grade 5+ 2022/23 = 21%, 2023/24 = 43%).

The higher proportions of students attaining a standard pass in English and Maths came from improvements in the pass rates in both subjects (4+En = +11% and 4+Ma = +11%). For the strong pass improvement was greatest in Maths (5+En = +7%, 5+Ma = +23%).

Overall attainment for students who were eligible for the pupil premium has improved strongly (Attainment 8 2022/23 = 35.7, 2023/24 = 43.6).

Overall progress has improved sharply (Progress 8 2022/23 = -0.61, 2023/24 = +0.12). It was above non-PP students nationally in English (+0.11), Mathematics (+0.18), EBacc (+0.08) and Open (+0.14). Within the EBacc progress was above in Science (+0.23), significantly above in Languages (+1.57) and significantly below in Humanities (-0.44). Within humanities outcomes were below in History (-0.27) and significantly below in Geography (-0.42).

This review points to issues with attendance, behaviour and achievement in humanities. For this reason, the strategies have been adjusted to give a greater focus on these areas in the next year of the plan.