

# Pupil premium strategy statement: Church Stretton School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Church Stretton School
Number of pupils in school	538
Proportion (%) of pupil premium eligible pupils	17.84% (96 students)
Academic year/years that our current pupil premium strategy plan covers.	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr Mike Collison
Pupil premium lead	Dr Andy Wood
Governor / Trustee lead	Mrs Judith Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 115375
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year <sup>16</sup> .	£115375

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

Church Stretton School is committed to using the Pupil Premium Grant to close the gap in attainment between those in receipt of funding and those who do not receive the grant. The funding will be used in multiple strategies which come under three main headings of Quality of Teaching, Targeted Support and Wider Strategies. The school's approach is outlined in more detail in the section below. This three-pronged approach will aim to bridge the gap for academic progression.

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## Challenges

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

Challenge number	Detail of challenge
1	Low Prior Attainment
2	Access to learning resources and study materials
3	Lack of engagement in some Ebacc subjects
4	Attendance and persistent absence
5	Some students lack confidence, motivation, and aspiration
6	Low Parental engagement impacts on prioritisations

## 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
<p><b>Quality of Teaching:</b></p> <p>We aim to enhance the educational success of disadvantaged students by providing access to high-quality subject specialist teachers. Our goals include increasing the EBacc entry rate for PPG students to match the school average, closing the progress gap to meet national standards, and achieving personalised English and maths targets. A school tuition programme will support individuals and small groups in English, maths, and science.</p>	<ol style="list-style-type: none"> <li><b>1. Access to High-Quality Teaching:</b> <ol style="list-style-type: none"> <li>a. All PPG students are taught by subject specialist teachers in core subjects.</li> <li>b. Lesson observations and feedback reflect high teaching standards and effective curriculum delivery.</li> </ol> </li> <li><b>2. Increased EBacc Entry Rate:</b> <ol style="list-style-type: none"> <li>a. The EBacc entry rate for PPG students increases to align with the school average by the end of the academic year.</li> <li>b. Monitoring data shows a consistent rise in EBacc subject enrolment among PPG students.</li> </ol> </li> <li><b>3. Closing the Progress Gap:</b> <ol style="list-style-type: none"> <li>a. Progress data indicates PPG students meet or exceed national standards in core subjects, with the gap closing year-on-year.</li> <li>b. Regular assessment results show a reduction in the performance disparity between PPG and non-PPG students.</li> </ol> </li> <li><b>4. Achieving Personalised English and Maths Targets:</b> <ol style="list-style-type: none"> <li>a. Individual student targets in English and maths are met, with evidence of progress through termly assessments.</li> <li>b. Personalised learning plans are updated regularly to reflect student progress and needs.</li> </ol> </li> <li><b>5. Effective School Tuition Programme:</b> <ol style="list-style-type: none"> <li>a. Attendance and participation in tuition sessions by targeted students exceed 90%.</li> <li>b. Pre- and post-tuition assessments demonstrate significant</li> </ol> </li> </ol>

	improvement in English, maths, and science for participating students.
<p><b>Targeted Support:</b></p> <p>We focus on targeted interventions to boost achievement in key subjects. Heads of department and teachers will identify students needing support using insights from educational programmes, ensuring active participation in tailored packages. We have seen that this is particularly important for pupil premium students where absence and therefore missed work creates an anxiety about returning to school and being behind in lessons. We will enhance maths intervention with additional staff and implement a targeted science revision programme to address learning gaps and improve outcomes for disadvantaged students.</p>	<ol style="list-style-type: none"> <li><b>1. Identification and Support of Students:</b> <ol style="list-style-type: none"> <li>a. Heads of department and teachers successfully identify 100% of students needing additional support using school data.</li> <li>b. All identified students are enrolled in tailored support packages within the first term of identification.</li> </ol> </li> <li><b>2. Participation and Engagement:</b> <ol style="list-style-type: none"> <li>a. Active participation in support programmes exceeds 90% for targeted students, with regular attendance and engagement in sessions.</li> <li>b. Student feedback indicates a reduction in anxiety related to missed work and returning to school.</li> </ol> </li> <li><b>3. Enhanced Maths Intervention:</b> <ol style="list-style-type: none"> <li>a. Additional staffing results in reduced student-to-teacher ratios in maths intervention sessions.</li> <li>b. Pre- and post-intervention assessments show measurable improvement in maths proficiency for participating students.</li> </ol> </li> <li><b>4. Targeted Science Revision Programme:</b> <ol style="list-style-type: none"> <li>a. Science revision sessions are attended by at least 90% of targeted students.</li> <li>b. Assessment results reflect a closing of learning gaps in science, with participating students showing improved performance on key topics.</li> </ol> </li> <li><b>5. Improved Outcomes for Disadvantaged Students:</b> <ol style="list-style-type: none"> <li>a. Disadvantaged students demonstrate improved achievement in maths and science, as evidenced by termly assessment data.</li> <li>b. The progress gap between disadvantaged and non-</li> </ol> </li> </ol>

	disadvantaged students decreases by the end of the academic year.
<p><b>Wider Strategies:</b></p> <p>Attendance has been an issue for pupil premium students, so we aim to create a supportive environment by collaborating closely with local authorities, education welfare officers, and families to provide tailored support. Our enrichment and leadership programmes, including character education, will boost students' confidence and ambition. Additionally, a robust attendance monitoring system will help improve attendance to meet national averages. These efforts are key to fostering both academic and personal growth. Priority booking for progress evenings will enhance parental engagement.</p>	<ol style="list-style-type: none"> <li><b>1. Improved Attendance for Pupil Premium Students:</b> <ol style="list-style-type: none"> <li>a. Attendance rates for pupil premium students increase to meet or exceed national averages by the end of the academic year.</li> <li>b. Regular attendance reports show a significant reduction in absenteeism among pupil premium students compared to the previous year.</li> </ol> </li> <li><b>2. Effective Collaboration and Support:</b> <ol style="list-style-type: none"> <li>a. Regular meetings with local authorities, education welfare officers, and families result in tailored support plans for all pupil premium students with attendance issues.</li> <li>b. Feedback from families and external partners reflects positive collaboration and support effectiveness.</li> </ol> </li> <li><b>3. Enrichment Programme Impact:</b> <ol style="list-style-type: none"> <li>a. Participation in the enrichment programme, including character education, reaches 90% of pupil premium students.</li> <li>b. Surveys and feedback indicate increased confidence, motivation, and ambition among participating students.</li> </ol> </li> <li><b>4. Robust Attendance Monitoring System:</b> <ol style="list-style-type: none"> <li>a. The new attendance monitoring system is fully operational, providing real-time data and alerts for prompt intervention.</li> <li>b. Attendance issues are identified and addressed within one week of occurrence, as evidenced by system reports.</li> </ol> </li> <li><b>5. Enhanced Parental Engagement:</b></li> </ol>

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|  | <ul style="list-style-type: none"><li>a. Priority booking for progress evenings results in over 80% attendance from parents/carers of pupil premium students.</li><li>b. Parental feedback shows increased engagement and satisfaction with communication and involvement in their child's education.</li></ul> |
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## 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: £72,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of high-quality staff.	Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF (Education Endowment Foundation)).	1-3, 5
Literacy –Fresh start phonics	Low reading age on entry suggests problems with decoding.	1,5,6
Numeracy Explore the possibilities for numeracy interventions and implement a new strategy.	The attainment gap in maths for most year groups suggests that some additional support is needed.	1,3,5

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

Budgeted cost: £34,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and one to one intervention in English, maths, and science.	EEF recommendation for high impact.	1-3,5
In-class support to focus on academic progress and support with class work of PPG students.	Evidence from QA (Quality Assurance) activities suggests that PPG frequently require additional support in class.	1-3,5
Tracking – To review and identify interventions needed.	Careful use of data and accurate tracking will enable a more focused approach centring on the right individual (academic, attendance, behaviour)	1-6
Bespoke interventions and strategies based on effort and progress measures generated in school.	Strategies shared as best practice from other schools.	1-6

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carry out and complete a full review of pupil premium provision in school taking into account the experience of children in school.	Use this to inform and update approaches and policies. This will help to identify the strengths in current provision and identify gaps in provision.	1-6
Progress Evening – Priority appointment for progress evening	Low uptake for Progress Evening making the appointments for parents will maximise the chance of attendance.	6
Parental Engagement – Investigate the options/programs available for parental engagement	Kitchen table exercise identified gaps in parental engagement from last year, so this should continue and extend to KS4 (Key Stage 4) too.	6
Careers Strategy/ Promotion of high aspirations at Post 16.	Through apprenticeship events and KS4 Careers events. Individual careers interviews show a lack of motivation/aspiration and awareness from PPG students.	5,6
Improving confidence and Motivation- Full engagement with programme of enrichment across the areas of the school as well as intervention materials from subscription providers.	PPG students report an increase in their self- esteem and confidence because of participation in enrichment activities.	5
Involvement in extracurricular activities – financial assistance	PPG students report feeling part of the school if able to access various trips and activities such as the Duke of Edinburgh Award run by the school. Parents also engage with the school with this offer. This allows relationships to be built with the whole family.	5,6

**Total budgeted cost: £115,375**

## Pupil premium strategy outcomes

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

- *High quality subject specialist teachers delivering the curriculum: Fully staffed with subject specialists.*
- *Progress 8 score for disadvantaged (DA) students 2024 was –0.19.*
- *The performance of Pupil Premium students was similar in most subjects, the P8 score was –0.12 an improvement on last year. English language/Literature tuition and*



*interventions were successful as shown by the improved P8 score of +0.19 for pupil premium students, compared to non-Pupil Premium of +0.7. Maths tuition and interventions were also successful, Progress 8 for Maths element: was –0.26 compared to non-Pupil Premium of +0.1 again an improvement on last year.*

- *Support from pastoral staff around post 16 options including priority access to our career's advisor has improved. Opportunity for follow up appointments with the advisor when required were in place.*
- *Priority appointment booking for progress evening continued: Appointments for all parents/carers have remained at the same level of booking across year groups.*
- *Attendance: for 2023/24 Pupil Premium 74% Non-Pupil Premium 83%*
- *63.7% of Pupil Premium students engaged in extra-curricular activities, compared to 71.1% on non- Pupil Premium students.*
- *For the Kitchen table project 15 students targeted with all students attending over 95% of the sessions. Attendance average was 94.6%. All students said that they would like the group to run again next year. Positives included having breakfast, getting homework help, a better start to the day, and knowing what events were happening. Older students helped younger ones, and everyone worked together to prepare food and tidy up. Governor and visitors who joined for breakfast gave positive feedback.*

## 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
Reach (Young rangers)	South Shropshire Youth Forum
MentorLink - 1-to-1	MentorLink
Social prescribing for children and young people	Shropshire Council/NHS
Time2Talk	SYA

## Further information

Further related documentation on our pupil premium strategy.

- [Pupil Premium Guidance](#)