

Pupil premium strategy statement – Church Stretton 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	545
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Dr Andy Wood (Headteacher)
Pupil premium lead	Miss Olivia Ireland (Assistant Headteacher)
Governor / Trustee lead	Mrs Judith Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£122,000

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding is provided to improve educational outcomes for disadvantaged pupils in schools across England. National evidence shows that disadvantaged children often face additional challenges in reaching their potential and may not perform as well as their peers.

At Church Stretton School, we are firmly committed to ensuring that every pupil — regardless of background or financial circumstance — has equal access to a high-quality education that enables them to thrive academically and personally. Our use of the Pupil Premium Grant is strategically designed to close the attainment gap between pupils in receipt of the funding and their non-disadvantaged peers.

The funding is invested through a three-tiered approach, in line with national guidance, educational research and our School Improvement Plan:

Quality of Teaching – prioritising high-quality, evidence-informed teaching and professional development to ensure every pupil benefits from excellent classroom practice.

Targeted Academic Support – providing focused interventions, tutoring, and additional support for pupils who need help to accelerate progress and address specific learning needs.

Wider Strategies – addressing non-academic barriers to learning by supporting wellbeing, attendance, behaviour, and access to enrichment opportunities.

These combined approaches aim to remove barriers to learning, raise aspirations, and secure strong academic and personal outcomes for all disadvantaged pupils. The strategy is regularly reviewed and refined to ensure the most effective use of funding and to maximise impact on pupil progress and attainment.

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 (including enrichment activities)
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>Quality of Teaching:</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>	<p>1. Access to High-Quality Teaching:</p> <p>a. PPG students are taught by subject specialist teachers in core subjects.</p> <p>b. Lesson observations and feedback reflect high teaching standards and effective curriculum delivery; through adaptive teaching, modelling and vocabulary specific focus.</p> <p>2. Increased EBacc Entry Rate:</p> <p>a. The EBacc entry rate for PPG students increases to align with the school average by the end of the academic year.</p> <p>b. Monitoring data shows a consistent rise in EBacc subject enrolment among PPG students.</p> <p>3. Closing the Progress Gap:</p> <p>a. Progress data indicates PPG students meet or exceed national standards in core subjects, with the gap closing year-on-year.</p> <p>b. Regular assessment results show a reduction in the performance disparity between PPG and non-PPG students.</p> <p>4. Achieving Personalised English and Maths Targets:</p> <p>a. Individual student targets in English and maths are met, with evidence of progress through termly assessments.</p>

	<p>b. Personalised learning plans are updated regularly to reflect student progress and needs.</p> <p>5. Effective School Tuition Programme:</p> <p>a. Attendance and participation in tuition sessions by targeted students exceed 90%.</p> <p>b. Pre- and post-tuition assessments demonstrate significant improvement in English, maths, and science for participating students.</p>
<p>Targeted Support:</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>	<p>1. Identification and Support of Students:</p> <p>a. Heads of department and teachers successfully identify 100% of students needing additional support using school data.</p> <p>b. All identified students are enrolled in tailored support packages within the first term of identification.</p> <p>2. Participation and Engagement:</p> <p>a. Active participation in support programmes exceeds 90% for targeted students, with regular attendance and engagement in sessions.</p> <p>b. Student feedback indicates a reduction in anxiety related to missed work and returning to school.</p> <p>3. Enhanced Maths Intervention:</p> <p>a. Additional staffing results in reduced student-to-teacher ratios in maths intervention sessions.</p> <p>4. Targeted Science Revision Programme:</p> <p>a. Science revision sessions are attended by at least 90% of targeted students.</p> <p>b. Assessment results reflect a closing of learning gaps in science, with participating students showing improved performance on key topics.</p>

	<p>5. Improved Outcomes for Disadvantaged Students:</p> <ul style="list-style-type: none"> a. Disadvantaged students demonstrate improved achievement in maths and science, as evidenced by termly assessment data. b. The progress gap between disadvantaged and non- disadvantaged students decreases by the end of the academic year.
<p>Wider Strategies:</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>	<p>1. Improved Attendance for Pupil Premium Students:</p> <ul style="list-style-type: none"> a. Attendance rates for pupil premium students increase to meet or exceed national averages by the end of the academic year. b. Regular attendance reports show a significant reduction in absenteeism among pupil premium students compared to the previous year. <p>2. Effective Collaboration and Support:</p> <ul style="list-style-type: none"> a. Regular meetings with local authorities, education welfare officers, and families result in tailored support plans for all pupil premium students with attendance issues. b. Feedback from families and external partners reflects positive collaboration and support effectiveness. <p>3. Enrichment Programme Impact:</p> <ul style="list-style-type: none"> a. Participation in the enrichment programme, including character education. b. Surveys and feedback indicate increased confidence, motivation, and ambition among participating students. <p>4. Robust Attendance Monitoring System:</p> <ul style="list-style-type: none"> a. The new attendance monitoring system is fully operational, providing real-time data and alerts for prompt intervention. b. Attendance issues are identified and addressed within one week of

	<p>occurrence, as evidenced by system reports.</p> <p>5. Enhanced Parental Engagement:</p> <p>a. Priority booking for progress evenings results in over 80% attendance from parents/carers of pupil premium students.</p> <p>b. Parental feedback shows increased engagement and satisfaction with communication and involvement in their child's education.</p>
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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)

Budgeted cost: £ 78,800

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 impact on children eligible for pupil premium funding (EEF (Education Endowment Foundation)).	1-3,5
CPD	Professional development for staff on school systems (tutor time / Arbor), and relation work to engage parents and pupils (staff intervention as PP champion). Network meetings to implement Progression Grids through all subject areas at KS3 and KS4 to highlight next steps in achievement.	1-6
Literacy	Low reading age on entry suggests problems with decoding. Use of entry assessments (KS2) to focus on literacy intervention to continue.	1,5,6
Numeracy – Numeracy intervention	The attainment gap in maths for most year groups suggests that some additional support is needed. Use of	1,3,5

	entry assessments (KS2) to focus on numeracy intervention to continue.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 35,040

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 of QA (Quality Assurance) activities through data analysis 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: £ 8,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
A full review of pupil premium provision in school taking account the experience of children in school.	This is to inform and update approaches and policies. This will help to identify the strengths in current provision and identify gaps in provision, with input from all stakeholders.	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	Kitchen table exercise identified gaps in parental engagement from last year	6

programs / options available for parental engagement	(within the PP review), so this should continue and extend to in-depth tracking in KS3 and KS4.	
Careers Strategy / Promotion of high aspirations at Post 16.	Through apprenticeship events and KS4 Career Events. Individual careers interviews show a lack of motivation/aspiration and awareness from PPG students. Bespoke interventions for PPG required at an early stage.	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. Pupil voice evidenced that not all pupils / parents are aware of support and offer of Enrichment.	5
Involvement in extra-curricular activities – financial assistance.	PPG students report feeling part of the school if able to access various trips and activities such as Duke of Edinburgh Award run by the school. Parents also engage with the school with this offer. This allows relationship to be built with the whole family.	5, 6.

Total budgeted cost: £ 122,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of previous years' interventions shows a clear reduction in the attainment gap between Pupil Premium students and the whole-school cohort. Outcomes for the 2025 leavers indicate that, with consistent support, these gaps can be closed by the end of KS4. The School Improvement Plan (2025-2026) prioritises attendance recovery and earlier academic intervention, ensuring that progress typically made later in KS4 is secured earlier and sustained across all year groups.

PPG students currently achieve an Attainment 8 score that is 0.6 of a grade above the national average, though work to further strengthen this performance continues.

A review of the PP strategy and interventions was undertaken at the end of the 2024-2025 Academic year. The school demonstrates several clear strengths in its provision for Pupil Premium pupils. Academic systems are robust, with strong processes for monitoring and analysing progress. Mental health support is well established and highly valued by pupils, and staff maintain a strong understanding of individual needs. Pupil voice indicates that pupils feel positive, confident and engaged in school life, with a strong sense of belonging. Careers education and work experience opportunities are in place, and participation in trips and residentials is generally high. Attendance and behaviour is well monitored, with effective tracking and follow-up actions.

Areas for development have also been identified. Pupil Premium pupils are not engaged in extracurricular clubs as much as non-Pupil Premium pupils. Home-school communication, particularly positive contact, can be inconsistent, and tools such as Go4Schools are often not used as much as they could be. Careers provision continues to be a focus, with earlier and more bespoke interventions that link more clearly to pupils' prior attainment. Increased and more structured family liaison is ongoing, alongside strategies to help parents feel more comfortable and more connected to the school.

Externally provided programmes

Programme	Provider
Reach (Young rangers)	South Shropshire Youth Forum
MentorLink (one-to-one)	MentorLink
Social Prescribing for children and young people	Shropshire Council / NHS
Time2Talk	SYA

