

Pupil premium strategy statement: Church Stretton School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	549
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers.	2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
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	£ 117, 310
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
School Led Tutoring	£ 6, 952
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	£ 124, 262

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.

:

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	Equipment to engage with on-line learning
6	Some students lack confidence, motivation, and aspiration
7	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
Quality of teaching	<p>High quality subject specialist teachers delivering the curriculum.</p> <p>Increase EBacc entry rate for PPG students to bring in line with school average.</p> <p>Close progress gap for PPG students to be in line with national year on year and achieve English and maths scores in line with targets for individual students.</p> <p>School led tuition programme for individuals and small groups in place.</p>
Targeted Support	<p>Head of department / class teacher to identify students to support based on use of bought in programmes. Students attending support packages.</p> <p>Increased maths intervention through additional staffing, targeted support in lessons.</p>
Wider strategies	<p>Working closely with the LA/EWO/parents/carers/pastoral team in school as well as other parties to offer support.</p> <p>Priority appointment booking for progress evening.</p> <p>Increase confidence, motivation, and ambition of PPG students through programme of enrichment and support materials from identified sources including character education.</p> <p>Improve attendance to national average.</p>

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: £67,771

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, 6
Technology for use in delivering inspiring challenging lessons online, through high quality teaching and use of technology. Use of online platforms to improve engagement.	In the first lockdown period we were unable to offer online lessons and resources due to lack of teacher knowledge, equipment, and subscriptions. The PPG fell further behind their peers.	2,5
Literacy –Fresh start phonics	Low reading age on entry.	1,6,7
Numeracy Explore the possibilities for numeracy interventions and implement a new strategy.	The DA gap in maths for most year groups suggests that some additional support is needed.	1,3,6

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

Budgeted cost: £48,491

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention- School-led tuition in English and maths	EEF recommendation for high impact.	1-3,6
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.	1-3,6

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)	1-7
Bespoke interventions and strategies based on effort and progress measures generated in school.	Strategies shared as best practice from Pixl schools.	1-7

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.	1-7
Progress Evening – Priority appointment for progress evening	Low uptake for Progress Evening making the appointments for parents will maximise the chance of attendance.	7
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.	7
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.	6,7
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 as a result of participation in enrichment activities.	6
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.	6,7

Total budgeted cost: £124, 262

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

- *High quality subject specialist teachers delivering the curriculum: Fully staffed with subject specialists.*
- *Progress 8 score for disadvantaged (DA) students -0.68 (school non-DA 0.00).*
- *English language tuition and interventions were successful as shown by the smaller gap between DA and non-DA students, Progress 8 for English element: DA = 0.0 and non-DA = $+0.1$. Maths tuition and interventions were less successful, Progress 8 for Maths element: DA = -0.7 and non-DA = -0.2 but the difference between DA and non-DA when compared to the whole school P8 scores is more favourable.*
- *Work with pastoral staff and careers advisor to look at implementation of programmes such as Mentor Link and prioritised careers interviews with a follow up meeting was successful.*
- *Priority appointment booking for progress evening: Due to intervention, appointments for DA parents/carers have remained at the same level of booking as NDA parents/carers across year groups.*
- *Attendance: for 2022/23 DA 86% Non-DA 92%*
- *63% of DA students engaged in extra-curricular activities, compared to 75% on non-DA students.*
- *For the Kitchen table project 20 students were targeted with 10 KS3 (Key Stage 3) students attending over 90% of the sessions. They liked the opportunity to talk and ask for help and go through forthcoming events/ revision/ homework.*

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	South Shropshire Youth Forum
MentorLink - 1-to-1	MentorLink
Social prescribing for children and young people	Shropshire Council/NHS
In school support	Shropshire Youth Association

Further information

Further related documentation on our pupil premium strategy.

- [Pupil Premium Guidance](#)