

Pupil premium strategy statement: Church Stretton School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	544
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers.	2021-22
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr Mike Collison
Pupil premium lead	Dr Andy Wood
Governor / Trustee lead	Mr Alan Brannen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 99,320
Recovery premium funding allocation this academic year	£ 16,095
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	£ 115,415

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	Equipment to engage with on-line learning
6	Some students lack confidence and motivation
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>Intervention programme in place for individuals/small groups with class teacher intervention commonplace.</p>
Targeted Support	<p>PPG mentor/class teacher to identify students to look and refer to an appropriate programme of support. Students attending support packages.</p> <p>CAT-4 testing for years 7&8 to facilitate appropriate target setting in subjects, enabling targeted academic support.</p>
Wider strategies	<p>Working closely with the LA/EWO/parents/carers and 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.</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: £85,415

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).	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 - Buy-in and embed Accelerated Reader across KS3 to increase reading for pleasure.	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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention- Identification and timely intervention to close gaps from periods or	Initial assessments from the start of term showed a greater propensity for DA students to be behind their peers.	1-3,6

self-isolation / school closure.		
In-class support -PP Mentor to focus on academic progress and support with class work of PPG students.	Evidence from PIP folders suggests that PPG frequently require additional support in class.	1-3,6
Tracking – To identify and implement intervention needs of PPG students.	Careful use of data and accurate tracking will enable a more focused approach centring on the right individual	1-7
Mentoring programme to be in place for Yr11 students	Gaps in knowledge arising from Covid- 19 Lockdown were larger for Yr11 students.	1-7
Emotional and social progress to be monitored in appropriate KS3 and Pupil Premium Plus students using Boxall Assessments	After meeting with the Virtual Head, Boxall Assessments will allow the school to monitor the improvement in wider social and emotional areas.	3,4,6,7

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	7
Careers Strategy/ Promotion of high aspirations at Post 16. Skills builder Digital package.	Through apprenticeship events and KS4 Careers events. Individual careers interviews show a lack of motivation/aspiration and awareness from PPG students. To help develop Essential Skills needed for employment. Tracking facility available.	6,7
Improving confidence and Motivation- Full engagement with programme of enrichment across the areas of the school.	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	6,7

	engage with the school with this offer. This allows relationships to be built with the whole family.	
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Total budgeted cost: £115,415

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- *High quality subject specialist teachers delivering the curriculum: Fully staffed with subject specialists.*
- *Increase EBacc entry rate for PPG students to bring in line with school average: Year 10 14% of PPG entered Ebacc (up from 0%); school average 20%.*
- *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: 2021 Yr11 Progress. When looking at FFT50 targets, DA +1.2 NDA +0.7 Gap +0.5. With High Aspirational FFT20 targets DA +0.6 NDA +0.2 Gap +0.2*
- *Work with PPG mentor to look at implementation of programmes: MentorLink, mentoring from Worcester University have been two examples of programmes implemented this year.*
- *Priority appointment booking for progress evening: Due to intervention of PPG Mentor and other school staff, appointments for DA parents/carers have remained at the same level of booking as NDA parents/carers across year groups.*
- *Improve attendance: Overall accumulative for 2020/21 DA 87.3% Non DA93%*

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
Crow's Mill	Crowsmill CIC
LifeShed 1-to-1	Lifeshed

TRUST·ED

Schools Partnership

Social prescribing for children and young people	Shropshire Council/NHS
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Further information

Further related documentation on our pupil premium strategy.

- [Pupil Premium Guidance](#)
- School Improvement Plan
- Department Action Plans
- Pupil Premium Policy