



# Pupil premium strategy statement

## Chipping Campden School

This statement details our school's use of pupil premium (and recovery 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 students in school	1465
Proportion (%) of pupil premium eligible students	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 – 2028
Date this statement was published	Sep 2025
Date on which it will be reviewed	Sep 2026
Statement authorised by	Gareth Burton (Principal)
Pupil premium lead	Dan Clarkson (Vice Principal)
Trustee leads	Sara Chandler

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 209,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 209,625



## Part A: Pupil Premium Strategy Plan

### Statement of intent

It is our intention to Inspire, empower and enable all students to excel.

As an inclusive school, our core purpose is to provide an inspirational and inclusive school environment where students have access to outstanding teaching and learning. It is our intention to ensure that students are inspired, empowered and enabled to excel, irrespective of disadvantage, including progress for those who are already high attainers. Our preferred language in school for students who are eligible for the Pupil Premium Grant is 'Aim High students' and this re-designation encapsulates our attitude towards students who are eligible for Pupil Premium: we have the highest expectations and the drive to exploit every opportunity to challenge these students to 'Aim High.'

The activity outlined in this statement is also intended to support the needs of vulnerable students, such as those who have a social worker, or are young carers, regardless of whether they are eligible for Pupil Premium.

Our Pupil Premium Strategy Plan aims to highlight the main challenges faced by disadvantaged students at Chipping Campden School and address these challenges systematically, as a whole school priority. It is embedded within our school culture that all staff have a collective responsibility to contribute to empowering learners from disadvantaged backgrounds. We will ensure that disadvantaged students are challenged in the work that they are set; we will intervene at the point where need is identified, and we will not limit the achievements of disadvantaged students by under-estimating what they can achieve.

An Aim High tracker has been developed that allows every entitled student to access bespoke support that includes academic and pastoral intervention. Each student's plan is developed and monitored through regular review and each plan is graduated depending upon a level of need, the individual and/or family context. For those year 11 students who still can't access mainstream school (EBSNA – Emotionally Based School Non-Attendance) they will be supported by the Pathfinders provision to ensure they can access a place at further education next year.

**In the remainder of this document, Pupil Premium (PP) will be referred to as Aim High (AH).**



## Challenges

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

Challenge number	Detail of challenge
1	<b>Access to technology.</b> Given our school's digital learning strategy, some of our AH students are unable to finance the necessary hardware to be able to engage in the same way as their non-AH peers.
2	<b>Attendance.</b> The gap between AH and non-AH is too wide. This is more prevalent in the current Year 9 (overall absence, persistent absence and severe absence) and Year 11 (severe absence)
3	<b>Literacy.</b> The proportion of AH students joining us with relatively low levels of literacy.
4	Ensuring that our AH students are provided with the <b>knowledge and cultural capital</b> that non-AH students benefit from.
5	<b>Access to opportunities.</b> Ensuring that our AH students engage in a proportional way with extra-curricular and co-curricular opportunities.
6	<b>Behaviour and suspensions.</b> The proportion of sanctions issued to AH students is disproportionately higher than for non-AH students.
7	<b>Parental engagement.</b> The relatively high proportion of AH students whose parents/carers are difficult to engage with.
8	<b>Safeguarding, Mental Health and Wellbeing.</b> The relatively high proportion of AH students and families that have safeguarding concerns or social services' intervention, compared to non-AH students and families.
9	<b>Aspirations.</b> A large majority of our AH students experience significant rural deprivation and because of this, we face challenges in terms of raising the aspirations of some of our AH students.



## 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
Enable all our students to have access to technology to complement learning at home and at school	All AH students have a school ipad, unless they or their parents do not wish to have one.
The attendance gap between AH and non-AH students is minimised	AH attendance is at least 90% AH persistent absence is less than 25% AH severe absence is less than 3%
Almost all students who join in Year 7 below the expected level of literacy, catch up before the beginning of Year 8	All AH students have an age appropriate reading age following support.
AH students benefit from an educational visits programme in the same way as non-AH students	At least 30% of all educational visits are comprised of AH students
AH students engage well in co-curricular and extra-curricular opportunities across the school	All AH students take part in at least one co-curricular or extra-curricular club each year
As a result of support provided, the proportion of detentions and suspensions issued to AH students is proportional to the entire school cohort	AH students comprise less than 16% of (a) removal of lessons, (b) internal suspensions (c) all suspensions
Parents/carers of AH students engage well with our school	The proportion of AH parents/carers attending Parents' Evenings is comparable to the proportion of non-AH parents/carers that attend
AH students are provided with appropriate careers advice and guidance at an early enough stage	All AH students in Year 7 and above are offered a careers interview



## 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: £ 89,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to support implementation of school AH strategy in lessons	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	3, 4 and 9
CPD for Teaching Assistants to support AH students who are on the SEND register	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	3, 4 and 9
Staffing allocation in English and maths, to enable smaller classes, small group extraction and 1:1 intervention	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	3

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

Budgeted cost: £ 58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of ipads for AH students	<a href="https://www.apple.com/uk/education/docs/ipad-in-education-results.pdf">https://www.apple.com/uk/education/docs/ipad-in-education-results.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	1, 3, 4, 7 and 9



<p>Reading and literacy, small group and 1:1 interventions, using NGRT tests, Accelerated Reader program and Rapid Reading Assessments.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £62,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School counselling service.</p>	<p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></p>	<p>2 and 8</p>
<p>Purchase of UNIFROG; a destinations platform aimed at raising aspirations of students.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>9</p>
<p>Financial support for AH students, to provide access to opportunities.</p>	<p><a href="https://educationbusinessuk.net/features/school-trips-help-schools-succeed#:~:text=Educational%20Trips%20In%20addition%20to%20the%20multitude%20of,have%20in%20relationships%20with%20students%20following%20a%20trip.">https://educationbusinessuk.net/features/school-trips-help-schools-succeed#:~:text=Educational%20Trips%20In%20addition%20to%20the%20multitude%20of,have%20in%20relationships%20with%20students%20following%20a%20trip.</a></p>	<p>4 and 5</p>
<p>Pastoral and Academic support include tracking and relevant intervention. (PP tracker)</p>	<p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance</a></p>	<p>2</p>
<p>Embed the Pathfinders program to support those students who cannot access mainstream school.</p>	<p><a href="https://www.centreforsocialjustice.org.uk/wp-content/uploads/2022/04/AP-Quality-Toolkit-2022.pdf">https://www.centreforsocialjustice.org.uk/wp-content/uploads/2022/04/AP-Quality-Toolkit-2022.pdf</a></p>	<p>2,4,5, and 9</p>
<p>Contingency</p>	<p>A small sum of funds is necessary to retain in reserve, to provide an effective and rapid response to urgent issues that often arise without warning.</p>	<p>All</p>

**Total budgeted cost: £209,625**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- 2025 GCSE A8 score for AH pupils was 34.8% (38.6% in 2024) in comparison with 47% for the whole cohort. The national average for Pupil premium A8 was 34%.
- 2025 (Year 7 – 11) AH attendance was 87.7%, compared to 93.6% for all students. (In 2024 % attendance for Aim High was 86.4%) The national average for secondary school Pupil Premium students was 85%.
- A Technology audit was completed for Year 11s and iPads provided, as required. (This will be replicated for all year groups in February 2026)
- The seven Year 7 AH students who received additional literacy support made 14 months progress in reading development compared to 8.5 months for non-AH students, over the same time-period.
- The gap between AH and non-AH students attending co-curricular and extra-curricular clubs was 18% in 2022/23 and in 2024 narrowed to 10%. (AH – 46.8%, non-AH – 56.7%) In the autumn and spring terms 24/25 showed Aim High students had higher club attendance than the whole cohort. Ongoing monitoring and promotion of attendance and invitation to clubs will ensure this is maintained.
- All AH (100%) students are supported financially to attend all educational trips as required.
- All careers' interviews have included Year 8 AH for the academic year 2024-25.
- The total number of **internals suspensions** in 2024-25 were 158. 60% were Aim High students (84 students in total) 34% for receiving 2 or more C2s in one day, 16% for subject specific removal, 14% for a neutral act pending further investigation, 13% refusal to attend a school sanction.
- There were 37 suspensions in 2024-25. 14 were FSM students. (National suspension rate for those eligible for FSM is more than 4 times that of non-FSM students).
- Parental attendance at parents evening in 24-25 stood at an average of 81%. Attendance of AH parents was 60%. In 25/26 the attendance of AH parents has risen to 63%. For those who have not booked appointments prior to the event are contacted by PYL/DOL or SLT member with responsibility for parents' evenings.
- Pathfinders has been successfully launched with 9 students identified for support. 2 have returned to mainstream and 7 are being supported through the program.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*