Pupil Premium strategy statement – December 2025

Before completing this template, you should read the guidance on using pupil premium.

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026academic 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	Shipston High School
Number of pupils in school	610
Proportion (%) of pupil premium eligible pupils	23.1%
Academic year/years that our current pupil premium strategy plan covers **(Updated Year 3 of a 3 Year plan)**	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	G. Saunders Head Teacher
Pupil premium lead	A. Larkin Deputy Head Teacher
Governor / Trustee lead	P. Chapman Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151575
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	£151575

Part A: Pupil premium strategy plan

Statement of intent

Shipston High School is committed to ensuring that all of our students achieve their potential, develop fully, both academically and socially, and are ready to positively contribute to society. The pandemic, and the subsequent disruption to all students learning, disproportionately affected our disadvantaged and vulnerable students. Up to this point, through regular contact home, ensuring engagement in home learning, and access to necessary facilities, the mitigation of these impacts has been a key priority and focus.

Moving forward, we recognise that some students need personalised provision and support to achieve their personal goals and ambitions, both academically and socially. It is our ambition that all students irrespective of background achieve their potential, by removing barriers to progression. This can be evidenced through our Curriculum offer and structure which is ambitious for all. This is fundamental in the pursuit of our core school values of Learning, Respect, Ambition and Achievement.

Shipston High School believes that “Quality First Teaching” for all of its students, based around developing outstanding teaching and the dissemination of best practice, high quality assessment and feedback and wider support for the “whole child” will support vulnerable students most effectively. This approach embraces the monitoring of performance, to actively seek out gaps in learning and planning key interventions to tackle them.

When making decisions about allocating our Pupil Premium Funding, we have made use of a range of research, such as the Education Endowment Foundation to ensure that the approaches we take are evidence led.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged and vulnerable students is acting as a barrier to academic and social progression.
2	The attainment of vulnerable and disadvantaged pupils is lower than that of their peers, this has been exacerbated by the long term impact of the pandemic.
3	Vulnerable and disadvantaged pupils are less likely to receive academic support outside of school compared to their peers.
4	Vulnerable and disadvantaged pupils need greater pastoral support than their peers.

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
Attendance of vulnerable and disadvantaged students improves	Evidence from attendance data shows this is in-line with that of peers, across a range of attendance evidence.
Progress of vulnerable and disadvantaged students improves.	Evidence from internal and external examination data shows that progress of vulnerable and disadvantaged students is equal or exceeds that of their peers, across all year groups.
The needs of vulnerable and disadvantaged students are identified and interventions put in place.	All students have access to a laptop and the internet to be able to effectively progress their learning outside the classroom. Students identified as needing extra academic support / tuition receive extra tuition.
Additional Pastoral support put in place to further support vulnerable and disadvantaged pupils	Non-academic barriers to learning amongst vulnerable and disadvantaged pupils are identified and acted upon.

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: £61,945

Activity	Evidence / Educational Research that supports this approach	Challenge number(s) addressed
To continue to develop SEN provision. To identify areas of development, to improve the progress of all pupils, but with a specific focus on PP / SEN pupils. £ No cost.	EEF National College Teachers toolkit DFE guidance on best practice ASCL EEF guide to Student Premium.	2,3
CPD focus on strategies to raise SEN, and HPA attainment. Whole school inset followed by the application of relevant strategies to raise the levels of support for, and attainment of target groups. This will be underpinned by evidence and training from The National College, and key educational theories, which includes work on Roshenshine's principles of instruction, Sweller's Cognitive Load Theory and Metagognition. £1992 (National College Subscription)	EEF National College Teachers toolkit DFE guidance on best practice ASCL EEF guide to Student Premium. Education Policy Institute (Fletcher-Wood and Zuccollo, 2020)	2,3

	Lemov, Wollway and Yezzi, 2012)	
Focus on Improving boys attainment by working collaboratively with a partner school on shared INSET and approaches, with a focus on Quality First Teaching Practices. £0	EEF National College Teachers toolkit DFE guidance on best practice ASCL EEF guide to Student Premium. Education Policy Institute (Fletcher-Wood and Zuccollo, 2020) Lemov, Wollway and Yezzi, 2012)	2,3
Recruitment and Retention of key staff. The 2nd in English position is part of our commitment to recruit and retain teachers in core subjects to ensure quality first teaching for all. These staff can demonstrate expertise both in their own classroom, but also share good practice across the department and school. £3,389 (TLR 2.1)	EEF EEF guide to Student Premium.	2,3
Recruitment and Retention of key staff. The appointment of Mathematics teachers with additional responsibilities for RADY project and data (AHT) and Associate Assistant Head Teacher	EEF EEF guide to Student Premium.	2,3

(AAHT) with wider maths intervention responsibilities. £27,196		
Literacy Co-ordinator 1 - **Enrichment** The Literacy co-ordinator will work closely with departments and across the school, to increase the participation in wider Literacy events such as community links, author visits, development of Library services etc. £3,389 (TLR 2.1)	EEF EEF guide to Student Premium.	2,3
Literacy Co-ordinator 2- **Classroom Literacy / Literacy Intervention** The Literacy co-ordinator will work closely with departments and across the school, to increase the consistency of Literacy support and drive classroom practice in this area. £3,389 (TLR 2.1)	EEF EEF guide to Student Premium.	2,3
Retention of additional SLT / AHT The areas for development identified in the Quality Assurance cycle form an integral element of CPD across the school, departments and individuals. The school Teaching and Learning INSET reflects this role with the development of a programme reflecting the needs of SEN and PP students. Quality assurance systems have informed the CPD foci for 2024 – 2025, in developing CPD with a focus on PP, Male, SEN and MMA pupils. £18,690	EEF EEF guide to Student Premium. Education Policy Institute (Fletcher-Wood and Zuccollo, 2020) Lemov, Wollway and Yezzi, 2012)	2,3
SISRA / FFT Aspire - The school, through results analysis and quality assurance processes has identified	EEF National College	2,3

areas for development within Teaching and learning. Using SISRA, following data drops, underperforming students are identified and interventions put in place. A new system was integrated in to ensure consistency across all departments. A targeted CPD programme is to be developed in 2024-2025 to meet identified needs acting as barriers to vulnerable students and those likely to underachieve. £2558 (SISRA / FFT ASPIRE)	Teachers toolkit DFE guidance on best practice ASCL EEF guide to Student Premium.	
EduLink A whole school software programme designed to develop improved differentiation within lessons with a focus on meeting the needs of Male, HPA, SEN and PP students. Also to act as a behaviour monitoring system to focus support where needed with a clear focus on reducing Suspensions / exclusions amongst all, but especially our most vulnerable students. £1342	EEF EEF guide to Student Premium.	2,3,4

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

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
SHS has committed to taking part in the RADY project. - RADY training for 2 days - QA process has been adapted to ensure disadvantaged students are front and centre - Targets for our PP students have been uplifted to remove the disadvantage gap. - CPD for staff and governors. £0 Cost already allocated in New AHT post (RADY/Data)	Challengin Education EEF National College Teachers toolkit DFE guidance on best practice ASCL EEF guide to Student Premium.	2,3
Academic achievement - Overstaffing in Maths and science by 0.5? CGR to deliver 2 hours of year 11 intervention at targeted grade 4 PP students. - Catch Up Literacy – training of LBK and MM to provide literacy intervention of our most in need. - Funding of revision guides and resources for PP students. - Parental revision workshops ran alongside parents evening - Form tutors and HOAS ensure PP parents attended parents evening and if not, contacted home to discuss progress. - Core intervention during form time delivered by form tutors. - Reading intervention programmes being established - All students tested for reading ages.	EEF Tiered Approach 2 - Targeted Academic Support "Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement."	

Enrichment curriculum ensuring proportional representation of PP Students and increasing PP student participation. £8,000		
Library Services To develop a library base to support the development of Literacy. £1,500	EEF National College Teachers toolkit DFE guidance on best practice ASCL EEF guide to Student Premium. Gov. guidance on EAL support	

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

Budgeted cost: £98,591

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Worker (JS) Pastoral support worker with a focus on attendance of all pupils but especially PP / SEND, family liaison, outside agency liaison. 70% PP £22,917	EEF, National College, Teachers toolkit, DFE guidance on best practice, ASCL	1,4
Key Worker Inclusion (SS) Supported students whose wide variety of needs are being met will subsequently perform to a higher	EEF, National College, Teachers toolkit, DFE guidance on best practice, ASCL	1,2,3,4

standard academically. (This is also supported by the elevate programme to engage all GCSE learners). A key worker to focus on the needs of a small identified number of pupils with a focus on FSM / potential disadvantaged pupils, and their impact upon attendance and attainment will be monitored. Home school links are essential to attainment, and PP pupils are now a focus group on parents evenings and wider school events, with barriers to attendance being removed. **Year 7 / 8 Intervention programme** A targeted programme of Literacy / Maths / emotional support for our youngest and most vulnerable learners £44,007		
Heads of Houses / Teaching Heads of Houses A restructured team equipped to deal with a variety of complex social, emotional and academic issues on a day-to –day basis of which 70% is linked to PP pupils. £7,117	EEF, National College, Teachers toolkit, DFE guidance on best practice, ASCL	1,2,3,4
Careers advice To develop a partnership with Careers Seekers Direct To offer targeted careers advice, to ensure equality of opportunity for all students, post Shipston High School. £8,550	EEF, National College, Teachers toolkit, DFE guidance on best practice, ASCL	1,2,3
Financial support A wide variety of PP (and others) students need additional help and support to engage in a variety of areas such as: school trips, uniform, music lessons, technology, participation in extra-curricular activities and overall pupil well-being. £7,500	EEF, National College, Teachers toolkit, DFE guidance on best practice, ASCL	1,2,3,4

Counselling An external counselling service to deal with a variety of complex social, emotional and academic issues, thus enabling pupils to progress in a school setting. £8500	EEF, National College, Teachers toolkit, DFE guidance on best practice, ASCL	1,2,3,4

Total budgeted cost: £170,036

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

21 PP students in this cohort:

1 students achieved 9-7 in English/Maths
6 students achieved 9-5 in English/Maths
7 students achieved 9-4 in English/Maths
9 students had a positive P8 score

93 non PP students in this cohort:

10 students achieved 9-7 in English/Maths
53 students achieved 9-5 in English/Maths
67 students achieved 9-4 in English/Maths
44 students had a positive P8 score

Department Headlines for PP students:

Subject	PP Nos	9-7	9-5	9-4
Science		5	13	15
English Literature	20	1	4	9
English Language	20	1	8	11
Maths	20	4	7	9
Art	1	0	1	1
Business	10	1	4	4
Drama	5	2	2	3
Food	7	1	2	4
French	1	0	0	0
Geography	10	1	3	4
Health and Social	4	0	3	3
History	8	3	3	3
IT	6	1	3	5
REP	5	3	3	3
Spanish	1	0	1	1
Statistics	4	1	3	3
Technology	3	0	0	0
Textiles	2	0	1	1

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Please refer to Impact statement.
What was the impact of that spending on service pupil premium eligible pupils?	Please refer to Impact statement.