

# Chipping Norton School: Pupil Premium Strategy Statement

## School overview (Executive Summary) [Click here for the full statement](#)

Detail	Data
School name	Chipping Norton School
Number of pupils in school	1035
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Bertram Richter
Pupil Premium lead	Yvette Armistead
Governor / Trustee lead	Jo Povey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,310.00
Recovery premium funding allocation this academic year	Withdrawn
School-led Tutoring Funding	Withdrawn
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£180,310.00

## Part A: Pupil premium strategy plan - Statement of intent

At the heart of our pupil premium strategy lies our “pupil premium promise” – that all students will experience quality first teaching, will have access to bespoke pastoral support where every child is known, understood, and cared for, and be provided with rich opportunity. Our primary goal for our disadvantaged students is to prepare them “to be the best they can be” by providing them with a knowledge rich curriculum which fuels their curiosity and affirms a compassionate, inclusive, and hopeful outlook on humanity and the future.

## Challenges

Challenge number	Detail of challenge
1	<b>SIDP1 -Achieving:</b> To continue to reduce and then close the attainment and progress gaps between disadvantaged and non-disadvantaged students

2	<b>SIDP1-Achieving:</b> To increase enjoyment and engagement of the curriculum for disadvantaged students
3	<b>SIDP1 -Achieving</b> To improve literacy skills (reading, comprehension and writing) of disadvantaged students
4	<b>SIDP2- Belonging:</b> To improve attendance and punctuality of disadvantaged students
5	<b>SIDP2 -Belonging:</b> To improve the sense of belonging through consistency of experience of disadvantaged students in the classroom and within the wider school community

## Intended outcomes

Intended outcome	Success criteria
<b>SIDP1-Achieving:</b> More students achieve a standard pass in core GCSE exams	Continue to reduce the gap between DA and Non-DA students achieving grade 4+ in English, maths and two or more sciences
<b>SIDP1-Achieving:</b> Increased access to the curriculum for DA students	Quality first teaching and learning strategies are adapted by all staff to meet the specific needs of DA students.
<b>SIDP1-Achieving:</b> Improve literacy skills of disadvantaged students	Increase in reading ages of DA students.
<b>SIDP2-Belonging:</b> Improve attendance and punctuality of disadvantaged students	Increase in % attendance and punctuality of DA students so that they are in line with or above national average
<b>SIDP2-Belonging:</b> Improve engagement in wider school enrichment activities	Increase in attendance and engagement of DA students in extra-curricular activities and enrichment opportunities

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality professional development for all staff:	<a href="#">EEF "Effective Professional Development"</a>	1, 2, 3, 4,5
Improve the progress and attainment of DA students compared with non-DA students through universally high expectations and providing Quality-first teaching	<a href="#">EEF "Effective Professional Development"</a> <a href="#">DfE report "Supporting the attainment of disadvantaged pupils: articulating success and good practice"</a>	1,2,3,4,5
Improve reading and oracy skills of disadvantaged learners through	<a href="#">"Now the whole school is reading: How to support struggling readers in secondary school"</a>	1,2,3,4,5

	<a href="#">EEF “Reading Comprehension Strategies”</a> <a href="#">“Improving Literacy in Secondary Schools”</a>	
--	---	--

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the progress of vulnerable students in English through small group pre-teaching	<a href="#">“Small Group Tuition”</a>	1, 5
Targeted LSA support	<a href="#">“Teaching Assistant Interventions”</a>	1,2,3,4,5
Targeted small group math intervention	<a href="#">“Small Group Tuition”</a>	1,2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the sense of belonging amongst disadvantaged students within the school community. For example, through student voice, involvement in the house system, sixth form mentoring	<a href="#">Institute of Education at UCL</a> <a href="#">EEF “Peer Tutoring”</a> <a href="#">EEF “Parental Engagement”</a> <a href="#">Martindale</a>	1,2,3,4,5
Improve attendance of DA students in line with non-DA students	<a href="#">DfE ‘Working together to improve school attendance’</a>	1,2,3,4,5
Increase attendance of DA students at KS3 and KS4 Homework club	<a href="#">EEF report “Homework”</a>	1,2,3,4,5
Increase number of DA students receiving breakfast support	<a href="#">DfE (2017) “Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation”</a>	1,2,3,4,5
Delivery of the B Week Tutor Programme – Wellbeing Wednesday	<a href="#">Healthy Minds</a>	1,2,3,4,5
Provision for equipment and enrichment activities	<a href="#">Social Mobility Commission “An unequal playing field”</a>	1, 2, 3, 5
Improve the technical support available to DA students	<a href="#">EEF using digital technology to improve learning guide</a>	1,2,3,4,5

**Total budgeted cost:** £180,310.00

### 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 2023 to 2024 academic year.

<b><u>Intended Outcome 1: SIDP1-Achieving: More students achieve a standard pass in core GCSE exams.</u></b>						
<b>Data: GCSE Outcomes – Summer 2024</b>						
<b>Performance Measure</b>	<b>2018</b>	<b>2019</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>All Attainment 8</b>	48.5	48.4	55.6	55.9	52.8	49.8
<b>DA Attainment 8</b>	26.9	35.6	44.9	38.0	38.2	35.0
<b>All % Grades 4 to 9 English</b>	74%	83%	92%	95%	85%	85%
<b>DA % Grades 4 to 9 English</b>	38%	53%	79%	70%	58%	70%**
<b>All % Grades 4 to 9 in Mathematics</b>	73%	82%	87%	88%	85%	82%
<b>DA % Grades 4 to 9 in Mathematics</b>	29%	53%	76%	70%	63%	61%**
<b>All % Grades 4 to 9 in English and Mathematics</b>	69%	77%	82%	86%	78%	77%
<b>DA % Grades 4 to 9 in English and Mathematics</b>	24%	53%	76%	65%	53%	52%
** This % does not include students who were not entered for the examination						
<p><b>Impact and Reflection:</b> Attainment 8 is a measure of average academic performance across 8 subjects at GCSE. The latest data released by the <a href="#">DfE Key Stage 4 Performance</a> (published October 2025) states that the national average score for attainment 8 was 45.9 (2024/2025). Our overall attainment 8 was significantly above this at 49.8. The attainment of our DA students dropped slightly from the previous year to 35.0 and remains above the average attainment 8 figure for DA students nationally (34.9). Whilst the attainment gap remains between DA and Non-DA students, this is closing as evident in the figures above (21.6 in 2018 to 15.4 in 2025). Overall, this data indicates that disadvantaged students at CNS have significantly improved life chances and a brighter and more hopeful future ahead.</p>						
<b><u>Intended Outcome 2: SIDP1-Achieving: Increased access to the curriculum for DA students</u></b>						
<p><b>Impact and Reflection:</b> Lesson observations and lesson drop-ins conducted by members of the leadership team (and the SENCO) recorded that high quality T&amp;L (TEMPO) was evident in a number of departments with a key focus on vulnerable students. CPDL has focused on producing and refining high quality teaching and learning activities such as high value tasks all which will be of benefit to DA students.</p>						
<b><u>Intended Outcome 3: SIDP3-Reading: Improve literacy skills of disadvantaged students</u></b>						
<p><b>Impact and Reflection:</b> Literacy catch-up and acceleration programmes: Average progress in their reading ages made by these students on these programmes was 30+ months, and in one case 89 months of progress was evident. Accelerated Reading programme: 61% (61/101) of KS3 students eligible for the pupil premium grant regularly engaged with the programme and showed improved reading ability.</p>						
<b><u>Intended Outcome 4: SIDP2-Belonging -Improve attendance of disadvantaged students</u></b>						
<p><b>Impact and Reflection:</b> At CNS, overall attendance in the academic year 2024-2025 was slightly below national average. Whole school attendance figure was impacted by a small number of students.</p>						
<b><u>Intended Outcome 5: SIDP2-Belonging -Improve engagement in wider school enrichment activities</u></b>						
<p><b>Impact and Reflection</b> -Attendance in wider school enrichment activities such as extra time clubs, remains variable.</p>						

## Externally provided programmes

Programme	Provider
Accelerator Reading Programme	Renaissance
Fresh Start	Read, Write, Inc