Pupil Premium Strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stroud High School
Number of pupils in school	1171 (798 in Years 7-11)
Proportion (%) of pupil premium eligible pupils	6% (48 pupils in Years 7–11; 3% FSM intake)
Academic year/years that our current pupil premium strategy plan covers	2026/27-2028/29 (3-year plan)
Date this statement was updated and published	21/10/26
Date on which it will be reviewed	October 2027
Statement authorised by	Peter John, Assistant Headteacher
Pupil premium lead	Peter John
Governor / Trustee lead	Inclusion Committee-Phillip Anley

Funding overview

Detail	Amount
Pupil premium deprivation allocation this academic year	£45000 (estimated)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year This includes the anticipated allocation for Looked After Children (LAC) and Service Pupil Premium (SPP)	£45000 (estimated)

Part A: Pupil premium strategy plan

Statement of intent

Stroud High School is committed to the strategic vision that "Everything is Possible" for every student, regardless of background or socioeconomic circumstance. As a high-performing girls' grammar school in Gloucestershire, our Pupil Premium strategy is anchored in two working principles: "Advantage the disadvantaged" and "Going beyond narrowing the gap".

Aptitude diagnosis using Cognitive Abilities Test (CAT4) data reveals that our disadvantaged pupils possess high levels of intelligence and abstract reasoning (mean Year 7 FSM SAS of 125.6, with peak Verbal scores reaching 140 SAS and Non-Verbal reaching 136 SAS). Analysis of their prior attainment data, including SAT scores, illustrates that our PP students are working above the national average levels of attainment. The data also suggests that our students experience specific internal learning friction—most notably a Quantitative Reasoning drop relative to their verbal strengths.

Accordingly, our strategy shifts institutional practice from generic remedial catch-up to precision cognitive coaching. We aim to eradicate top-end attainment friction at GCSE Grades 7–9, override artificially low SATs baseline expectations, and ensure complete inclusion. Furthermore, we extend identification beyond formal Free School Meals (FSM) eligibility via a SENCo teacher-concern mechanism to support hidden disadvantage and mitigate geographical transport barriers across rural Gloucestershire.

In allocating the funding, we are selecting a small number of priorities and giving students the best chance of success. There is a strong evidence base through research from the Education Endowment Foundation and the Sutton Trust. The most effective are deployed alongside efforts to improve teaching. We are committed to ensuring that the allocation of funding is not reliant on students and parents asking for assistance but that any cost of opportunities that advantage students are appropriately and effectively covered.

Challenges

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

Challenge number	Detail of challenge
1	Financial affordability of *support materials and resources*
2	*Lower aspiration, well-being or self-esteem of student, including* Anxiety & hidden Disadvantage
3	*Lower participation and engagement levels, including attendance*
4	*Cognitive friction between quantitative & spatial against verbal reasoning*
5	*Achievement gap at top end (grade 9-7) benchmarked against the rest of the cohort*

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
Eliminate top-end attainment gap at GCSE Grades 7–9	Disadvantaged pupils achieve >70% Grades 7–9 across all GCSE subjects, with quantitative learning friction successfully reduced in Mathematics and Sciences.
Students achieve outstanding GCSE outcomes at the end of Year 11	Value-added score based on FFT estimates exceed that of the rest of the cohort Students achieve attainment 8 score higher than the average of the cohort
Integrate targeted Cognitive coaching based on CAT4 baselines in curriculum provision	Teaching staff utilise CAT4 profiles (Verbal vs. Spatial/Quantitative biases) in seating plans and department Inclusion Plans.
Sustained high attendance	Disadvantaged pupil attendance is sustained at ≥96% (matching the wider cohort benchmark).
Improve proportion of Sixth Form progression amongst PP students and progress onto aspirational destinations	Smooth transition of learner profiles into Sixth Form 16–19 bursary support. Students are able to secure their first-choice Post-16 and Post-18 destinations

	which are aspirational and reflect students' interests and abilities
Ensure all PP students are able to access the curriculum without barriers or obstacle.	Period 6 participation levels exceed the average for the cohort Percentage accessing Ebacc curriculum in line with the cohort
All PP students engage with positive learning behaviours, demonstrate confidence in the progress that they are making and their achievements are recognised	Positive behaviour points exceed that of the rest of the cohort Achievements of Pupil Premium students recognised in Celebration Assemblies, Commendations and Star Awards

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.

High Quality Teaching (CPD, Curriculum & Pedagogy)

Budgeted cost: *£12000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Co-ordinator	Appropriate allocation of funds and liaison with parents	1
Outreach Lead	Engagement with disadvantaged students, building on relationships and providing provision to support raising aspirations and engagement	2, 3, 4
CPD for teaching staff	PP students continue to achieve levels in line with the cohort	2, 3, 4, 5
CAT4 Diagnostic CPD & Metacognitive Training	Diagnostic testing combined with metacognitive instruction provides strong evidence for unblocking mathematical reasoning	1, 2, 3

Implementation of Inclusion Policy through Curriculum Team Inclusion Plans	High-quality inclusive teaching and digital self-regulation benefit high-attaining disadvantaged pupils	1, 2, 5

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

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision coaching	Targeted coaching in response to CAT4 data where students have gaps in aptitude	4, 5
One-to-one intervention support	Targeted support in response to reporting data where students have gaps in skill/knowledge following absence or disruption to learning	4, 5
Academic mentoring	Targeted 1-on-1 mentoring and resource provision remove execution barriers and boost higher-tier GCSE	1, 2, 3, 5
Equipment/resources	Correlation between organisation of schoolwork and academic success	1, 5
Books and revision materials	Materials used to support learning have become an integral part of the learning experience	1, 5
Music tuition	Research suggesting link between music tuition, academic success and likelihood to uncover other talents/passions	2, 3
Broadband costs	Improved levels of achievement through increased access to online resources as part of Digital Strategy	1, 3
Software installation	Improved levels of achievement through increased access to online resources as part of Digital Strategy	1, 3

Wider strategies (Enrichment, pastoral & well-being)

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support	Increased staff provision within the pastoral structure for the Key Stage Manager to support intervention in mental health, well-being and attendance.	3
Curriculum Enrichment	Proactive, discreet financial coverage removes stigma and increases participation in life-skills enrichment	1, 2, 3, 5
Duke of Edinburgh Award	Enhanced experience, access to volunteering and expeditions linked with raising aspirations and well-being, along with their peers, that would otherwise be unobtainable.	1, 2, 3, 4
Educational trips	Enhanced experience linked with raising aspirations and allowing students to access valuable experiences that would otherwise be unobtainable. This includes all curriculum day and residential trips.	1, 3
Well-being support	Targeted social and emotional learning (SEL) interventions improve overall wellbeing and academic resilience	2, 5
Uniform	Consistent appearance with other students removing any perceived stigma based on state of uniform	1, 2
Transport	Correlation between attendance and academic success and levels of participation.	3

Total budgeted cost: £45000

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 2026 public examination series, 6 Pupil Premium students sat GCSE examinations:

- GCSE Attainment: 96% achieved Grades 9–5 (wider cohort 99%), 54% achieved Grades 9–7 (wider cohort 74%), and 30% achieved Grades 9–8 (wider cohort 51%).
- Core Subjects: 100% achieved Grades 9–5 in both English and Mathematics (wider cohort 99.4%).
- Progress & Value Added: Progress from KS2 was in line with national expectations based on Fischer Family Trust (FFT) data (+0.0 vs cohort +0.28). 52% of entries met or exceeded their FFT estimate.
- Attendance: Average attendance for Pupil Premium pupils was 94% (wider cohort 95%).

Evaluative Analysis: While outcomes in English and Maths remain exceptional, the PP strategy has been successful in addressing levels of achievement where there is a national gap trend. The higher grade performance gap (Grades 7–9) with the rest of the cohort identifies an area of focus, validating our strategic decision to transition from remedial catch-up to precision cognitive coaching.

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
CAT4 Digital Assessment Suite (Verbal, Non-Verbal, Quantitative, Spatial diagnostic batteries)	GE Assessment

Service Pupil Premium funding

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

Measure	Details
How our service pupil premium allocation was spent last academic year	SPP funds covered educational trips, visits, enrichment activities. Dedicated PP Co-ordinator and Leader of Student Experience.
The impact of that spending on service pupil premium eligible pupils	Ensured SPP student participation rates were in line with the wider cohort and targeted pastoral support provided as priority.

Further Information

Governance strategy oversight from the Trustees is led by the **Inclusion Committee** under the governance cycle.