



## PUPIL PREMIUM STRATEGY STATEMENT 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium<sup>1</sup> 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	Spalding High School
Number of pupils in school	949 (Y7-11 757)
Proportion (%) of pupil premium eligible pupils	9.7% (73 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-24 to 2025-26
Date this statement was published	December 2024
Date on which it will be formally reviewed <sup>2</sup>	3 <sup>rd</sup> March 2025
Statement authorised by	Mr J Blackbourn (AHT)
Pupil Premium lead	Mr J Blackbourn (AHT)
Governor / Trustee lead	Mrs Fran Haunch <sup>3</sup>

### Funding overview

Detail	Amount
Pupil premium funding allocation this financial year 2024-25	£81,840 <sup>4</sup>
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,217
<b>Total budget for this financial 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	£95,057

<sup>1</sup> [Using pupil premium](#)

<sup>2</sup> Updated each term to include details of any new initiatives / spending etc.

<sup>3</sup> Link Governor meetings held with Link Gov 20.6.24, 21.1.25

<sup>4</sup> Financial Year: April 2024-25 inc. PP, PP service, PP LAC, Post LAC

## Part A: Pupil premium strategy plan

### Statement of intent - Everyone at SHS can achieve

All students encounter barriers to their learning but sometimes disadvantaged students are particularly affected. Our experienced pastoral and academic teams understand that there is no quick fix when it comes to removing some of these barriers but we work together through our various systems to support disadvantaged pupils in their attainment and progress. We wish for all our disadvantaged students to have:

1. Consistent attendance and punctuality
2. High levels of motivation, confidence and self-esteem
4. Resilience in challenging academic and social situations
5. Good mental health
6. Career aspirations and preparedness
7. Social and emotional skills to help them successfully navigate through life.

### Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy and Numeracy across all years <sup>5</sup>
2	Closing attainment and progress gaps where they exist <sup>6</sup>
3	Maximising and promoting attendance <sup>7</sup>
4	Family support and transition
5	Aspiration, self-esteem and motivation

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<sup>5</sup> SDP targets: 2.1-2.4

<sup>6</sup> SDP targets 3.1 & 3.2

<sup>7</sup> SDP section 5

## 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
Develop and promote family support and transition	School provides the minimum requirements conducive to learning and attendance. All pupils have uniform, resources (including IT devices where appropriate) and support with food throughout the day they need. All Year 6 pupil premium students to participate in the Summer School prior to starting at SHS. All pupil premium students to have the opportunity to attend curriculum enrichment trips and other trips that enhance personal development (e.g. DofE).
<p>Attainment and progress of disadvantaged pupils across the curriculum at the end of KS4 in line with expectations with no pupil group VA significantly below average.</p> <p>Meet SDP EBI 3 Target: <i>'To ensure all students make substantial and sustained progress'</i></p>	<p>Staff confident &amp; competent in using tracking systems and data analysis. Broader knowledge of needs of identifiable groups &amp; range of appropriate interventions and support strategies. Evidenced through HODs meetings, Gov, dept. &amp; pastoral meetings, LM process, data points and exam results. Termly attendance checks and ELL visits.</p> <ul style="list-style-type: none"> <li>• Aim to reduce gaps in A8 and P8 to zero for Y11</li> <li>• Achieve 100% grade 4+ in Eng &amp; Maths for all pupils</li> <li>• All PP pupils at KS4 to achieve estimated grade in GCSE Maths &amp; English</li> <li>• GCSE exams 2024: See page 8 for full analysis of 2023-24.</li> </ul>
Maintain high Ebacc entries for all students, including disadvantaged pupils	Maintain / improve on 80% disadvantaged Ebacc entry summer 2023
Disadvantaged pupils receive the required additional care, resources, pastoral support and guidance they need.	PP students provide positive feedback about the pastoral support they receive, including sessions with pastoral support staff. No significant difference in behaviour points. Pupil premium students use a greater range of positive coping strategies to support their mental health.
Increased confidence, motivation, self-esteem and aspiration	<p>Our cohort is 63% white British and includes a high proportion of students who have no other family members who have been to university.</p> <p>100% of PP students attend a meeting with the careers officer in Years 10 &amp; 11.<sup>8</sup></p> <p>NEET figures for PP are in line with, or lower than, national average. (Zero NEET in last 4 years)</p> <p>Evidence of improved effort grades for PP students in all years</p> <p>Disadvantaged students stay on for 6th form and apply to university, especially Russell Group universities</p> <p>Careers – ongoing collaboration with Careers Lead to promote opportunities and aspirations. Ensure all pupil premium students leave the secondary phase with the skills and</p>

<sup>8</sup> Ongoing liaison with Careers Lead. All Y11 pupils inc. PP to have 1:1 appointment with external careers adviser by Feb 2024, Year 10 by end of school year.

	qualifications to access the next level of their educational journey
Promote and increase attendance of all pupils including at online Parents' Evenings (see p.8) <sup>9</sup> . PP attendance was 71% at Parent's Evening last year.	PP and SEN students traditionally have lower attendance than the national average and are overrepresented in terms of persistent absence. Our aim is that attendance of disadvantaged groups is 'Expected' (95%). Attendance gap between pupil premium and non-pupil premium students to be reduced.
Literacy at KS3 and 4	All PP pupils at Key Stage 4 aim to achieve their target grade at GCSE English Language / Literature and at least a grade 4.
Disadvantaged students attend Extra-Curricular activities and opportunities	Pupil survey spring 2025. Correspondence with families and financial support with equipment / resources.

## Activity in academic year 2024-25

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

The emphasis on staffing reflects research showing that quality teaching is the most significant factor in improving outcomes for disadvantaged pupils. Additionally, tailored support often requires smaller groups or one-on-one interactions, necessitating more staff.

- **Teaching (CPD, recruitment and retention)**
- **Targeted academic support (e.g. tutoring, one-to-one support structured interventions)**
- **Wider strategies (e.g. related to attendance, behaviour, wellbeing)**

Budgeted cost: £76,500 (£62,000 staff salaries + £14,500 allocated for aids & resources)

Activity	Evidence that supports this approach <sup>10</sup>	Challenge number(s) addressed
Access to specialist counselling (Don't Lose Hope) and Year 8 mentoring by pastoral staff to focus on organisation.  Increased investment in Pupil Support Coordinators in Key Stage 3.	Mental Health issues have been identified as a growing concern with SHS students. Supporting PP students with their mental health will promote personal development and learning. Social and emotional learning +4 months (Sutton Trust/EEF).	3, 4, 5
Books and revision guides provided to students as part of Year 11 strategy. <sup>11</sup>	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	2, 5
Equipment, books and other academic resources	Improve students' learning and build on quality teaching. Create support role to oversee attendance at,	1, 2, 3, 5

<sup>9</sup> SDP: Behaviour and Attitudes EBI 6: Attendance and Punctuality

<sup>10</sup> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

<sup>11</sup> All costs recorded and tracked against each PP pupil

provided where appropriate. To provide clear tracking of PP students within all curriculum areas and all year groups. For all teachers to become more proficient at identifying underachievement.	and delivery of, Y11 support and intervention sessions. Update SHS systems that focus on PP students and their performance at subject, year group and school level.  HoD Inform SLT on a regular basis of progress within this pupil group. SLT i/c PP regular attendance at twilight CPD sessions and monitoring of data	
Librarian and library – Accelerated Reader scheme to focus on reading age.	Reading for pleasure has social benefits promoting feeling of connection to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015)	1, 5
Resources to support Year 11 structured interventions <sup>12</sup>	EEF data re. extending school time, small group tuition, Individualised instruction within small groups (+2/+4 months)	2
Purchasing Premium Seneca online accounts to encourage independent learning.	Digital technology can add up to +4 months progress (EEF, 2020).  59 active PP students 2023-24 vs 74 so far this year.	2
Transport contingency.	To support promote attendance through bus/taxi support to school/meetings.	3, 4
Providing support with uniform and essentials.	Creates a positive approach to the learning environment for all students. EEF Supporting Behaviour in Schools Guidance.	5
Support to overcome language barriers by providing interpreters at meetings.	To facilitate independent study and engage parental support	5
Financial support with Year 10 work experience and Year 7 summer school	EEF data: summer schools can add 3 months progress to learning	5

## Further information (optional)

HAF<sup>13</sup> vouchers and £110 extra government Household Support Funding sent to all PP eligible families ahead of summer holidays 2024

SHS subsidised coach transport for Y4 children attending our open days.

<sup>12</sup> Designated staff member from Sept 2023 to coordinate Y11 support / interventions.

<sup>13</sup> The Holiday Activities and Food Programme (HAF) is a Government funded programme until March 2025 that provides all children (5 to 16 years) in receipt of benefits related free school meals in Lincolnshire, access to free healthy meals and activities over the summer, Christmas and Easter holidays.

## Part B: Review of outcomes in previous academic years

### Pupil premium strategy outcomes 2023-24

Intended outcome	Notes
Develop and promote family support and transition	£1,580 funded uniform and summer school for Y7
Attainment of disadvantaged pupils across the curriculum at the end of KS4 in line with expectations with no pupil group VA significantly below average.	See <b>END OF YEAR ATTAINMENT 2023-24</b> below Meet SDP EBI 3 Target: <i>'To ensure all students make substantial and sustained progress'</i>
Maintain high Ebacc entries for all students, including disadvantaged pupils	Increased Ebacc entry from 80% to 81% for disadvantaged in summer 2024.
Increased confidence, motivation, self-esteem and aspiration	100% of PP students attended a meeting with the careers officer in Years 10 & 11. <sup>14</sup>  Effort grades for PP students in all years in line with peers. Where BEA/BEO grades arose, HOYs discussed with SLT.  Disadvantaged students stay on for 6th form and apply to university, especially Russell Group universities  Student voice shows that PP students feel supported and given good guidance across all year groups.
Promote and maintain high attendance of all pupils including at online Parents' Evenings (see p.8) <sup>15</sup>	PP and SEN students traditionally have lower attendance than the national average and are overrepresented in terms of persistent absence. Attendance at SHS is above the national average at 94% and PP attendance is approx. 3% lower than non-disadvantaged pupils. Monitoring and reducing this gap remains a priority.
Literacy at KS3 and 4	Reading ages (RA) tested 3 times throughout the year for Y7-9. In all cohorts, PP students made comparable progress in RA to their peers. No identifiable gap.

### General ethos and support given top support disadvantaged pupils

- Pupil Premium, FSM 6, EAL, LAC, SEND, pupils ARPA16 and East Midlands groups are our IDENTIFIABLE GROUPS<sup>17</sup> who are continually tracked. Results are analysed and the findings are shared with all Heads of Department, Pastoral Teams, SENCO and subject teachers at every grade-point.
- Head of Department (HOD) accountability for PP/SEN via DDPs.
- Reports and presentations to the governing body about the progress of disadvantaged pupils are a regular feature of governors meetings.

<sup>14</sup> Ongoing liaison with Careers Lead. All Y11 pupils inc. PP to have 1:1 appointment with external careers adviser by Feb 2023, Year 10 by end of school year.

<sup>15</sup> SDP: Behaviour and Attitudes EBI 6: Attendance and Punctuality

<sup>16</sup> At risk of persistent absence

<sup>17</sup> We will collectively use the term 'disadvantaged' for all these groups when focusing on specific intervention strategies

- PP updates on Inset Days and the above items ensure that Pupil Premium has a high profile at the School.
- Heads of Year worked closely with their form tutor teams to support disadvantaged pupils.
- Subject teacher / attendance officer tracking and monitoring.
- HAF vouchers sent to all PP eligible families ahead of summer holidays.

## END OF YEAR ATTAINMENT 2023-24

Y7 JULY 2024	Pupils	4-6 <sup>18</sup>	4-6+	7-9	7-9+	Attendance %
All pupils	153	37%	33%	25%	4%	96.8
PP	16	48%	25%	23%	4%	93.6
Non PP	137	36%	34%	25%	4%	97.2
PP SEND	6	47%	25%	23%	5%	92.6

Y8 JULY 2024	Pupils	4-5	4-5+	6-7	6-7+	8-9	8-9+	Attendance %
All pupils	150	15%	14%	38%	17%	14%	3%	96.3
PP	18	14%	14%	40%	19%	11%	2%	95.9
Non PP	132	16%	13%	38%	16%	14%	3%	96.3
PP SEND	2	17%	23%	40%	7%	7%	7%	93.4

Y9 JULY 2024	Pupils	Ave. GCSE 9-1	At or above	Below Est	Attendance %
All pupils	150	6.1	70%	30%	94.1
PP	13	5.8	73%	27%	90.8
Non PP	137	6.1	70%	30%	94.4
EAL	21	6.2	69%	31%	94.3
PP SEND	4	5.8	63%	37%	85.7

Y10 JULY 2024	Pupils	Ave. GCSE 9-1	At or above	Below Est	Attendance %
All pupils	146	6.1	66%	34%	92.2
PP	16	5.5	59%	41%	84.6
Non PP	130	6.1	67%	33%	93.1
PP SEND	5	6.4	65%	35%	76.1

## Attendance 2023-24

	Pupils	Authorised Absences	Unauthorised Absences
Pupil Premium	78	91%	11.17
Not Pupil Premium	874	94%	10.99

<sup>18</sup> Projected Grade Bands as per SHS A&R system

## GCSE 2024<sup>19</sup>

	ALL	Disadvantaged
PUPILS	137	10
<i>Attainment 8 Overall</i>	65.1	55.7
Attainment 8 English	13.1	11.3
Attainment 8 Maths	12	9.4
<i>Progress 8 Overall</i>	0.63	0.19
Progress 8 English	0.44	-0.05
Progress 8 Maths	0.08	-0.68
Progress 8 Ebacc	0.81	0.81
Ebacc entries	88%	81%
Ebacc APS	6.29	5.37
% 4+ GCSE English & Maths	97%	90%
% 5+ GCSE English & Maths	84%	70%

- **Overall Performance Gap:** Disadvantaged students achieved lower Attainment 8 scores (55.7 vs. 65.1 overall) and demonstrate smaller overall Progress 8 growth (0.19 vs. 0.63), indicating a significant performance gap compared to all pupils.
- **Subject-Specific Performance:** In English and Maths, disadvantaged students have lower Attainment 8 scores (11.3 vs. 13.1 for English, and 9.4 vs. 12 for Maths). Their Progress 8 scores in these subjects also lag, particularly in Maths (-0.68 vs. 0.08 overall).
- **Ebacc Participation and Achievement:** While disadvantaged students have high Ebacc entry rates (81% vs. 88% overall) and identical Progress 8 Ebacc scores (0.81), their Ebacc APS is notably lower (5.37 vs. 6.29).
- **GCSE Attainment:** A smaller percentage of disadvantaged students achieve 4+ (90% vs. 97%) and 5+ (70% vs. 84%) GCSEs in English and Maths, highlighting lower top-level attainment.
- **Progress Disparities:** The widest Progress 8 disparity for disadvantaged students is in Maths (-0.68), followed by English (-0.05), reflecting a need for targeted interventions in these core subjects.

## Parents Evening Data 2023-24

Year	Cohort	All Attendance %	PP in cohort	PP attendance*
7	153	92%	14	9
8	146	91%	19	16
9	150	85%	14	10
10	146	85%	17	12
11	146	82%	10	6
12	94	80%	3	3
13	98	72%	10	6

\*71% of PP students attended Parents' evening

<sup>19</sup> Data from Gov.uk Dec 2024



# EXECUTIVE SUMMARY

## Pupil Premium Strategy: Key Areas of Focus for 2024-25

### 1. Closing Attainment and Progress Gaps

- Targeted strategies to address gaps in GCSE attainment and progress between disadvantaged and non-disadvantaged pupils.

### 2. Attendance Improvement

- New attendance officer appointed to work with heads of year to improve attendance rates for disadvantaged pupils.

### 3. Access to Resources

- Collaboration with heads of department to ensure disadvantaged students have access to essential resources, materials, and books.

### 4. Enhanced Pastoral Care

- Introduction of pupil support coordinators to provide tailored pastoral care for disadvantaged students.

### 5. Literacy Development

- School-wide reading age assessments supported by investment in the Accelerated Reader programme through the library.

### 6. Numeracy and Literacy Intervention

- Implementation of targeted numeracy and literacy sessions every Friday afternoon.

### 7. Extracurricular Participation

- Senior leadership team to actively monitor and promote attendance and engagement of disadvantaged students in extracurricular activities (ECA).