

Pupil premium strategy statement –Springwood High School 2024 - 2027

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1428
Proportion (%) of pupil premium eligible pupils	18.1% (258)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025 2025 - 2026 2026 - 2027
Date this statement was published	October 2026
Date on which it will be reviewed	June 27
Statement authorised by	Andrew Johnson Executive Headteacher
Pupil premium lead	Richard Thompson, Victoria Mann
Governor / Trustee lead	Louise Gayton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£293,880

Part A: Pupil premium strategy plan

Statement of intent

At our school, we are dedicated to supporting every pupil in reaching their full potential, regardless of their background or personal circumstances. Our primary goal for disadvantaged pupils is to recognize and address any barriers they may face, ensuring we provide targeted support and resources to level the playing field. Through our Pupil Premium funding, we strive to offer opportunities that disadvantaged pupils may otherwise miss, enabling them to thrive academically, socially, and personally. We are committed to fostering an inclusive, supportive learning environment where all children are empowered to succeed and are provided with the means to fulfil their potential.

Our approach to supporting disadvantaged pupils through the Pupil Premium funding is guided by a commitment to provide targeted, comprehensive strategies that align with our school's core objectives. We aim to foster an equitable learning environment where every child can thrive. By focusing on raising attendance, we address one of the fundamental aspects of educational success—ensuring pupils are present and ready to learn. Increasing parental engagement further reinforces the support network surrounding each pupil, creating a home-school partnership that empowers families to engage actively in their children's educational journey.

Our strategy also includes subject-specific support to address individual learning needs, allowing disadvantaged pupils to receive tailored assistance that boosts their academic confidence and achievement. We encourage participation in extracurricular activities, broadening pupils' experiences, building their skills, and enhancing their sense of belonging within the school community.

To reinforce learning at home, we emphasise homework engagement and provide structured support, which fosters independent study habits and consolidates classroom learning. Recognising the crucial role of literacy in all areas of education, we prioritise literacy interventions that equip students with essential skills for academic success and beyond. We also offer a clear, comprehensive careers program to inspire pupils' future aspirations, paired with small group mentoring that provides personal guidance and encouragement.

Together, these strategies work cohesively to remove barriers, raise aspirations, and provide our disadvantaged pupils with the opportunities, skills, and support they need to realise their full potential and succeed in their education and future endeavours.

Challenges

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

Challenge number	Detail of challenge
1	<u>Parental Engagement</u> Parental participation is an on-going challenge for Springwood High School. This has been heightened by the pandemic. We will continue to build parental participation and engagement particularly in reference to school events such as parent evenings and information evenings.
2	<u>Study and Metacognitive skills related to learning</u> Teacher voice and classroom observations evidence that lower attaining and disadvantaged pupils do not have clear and embedded strategies for learning at their disposal. Although, these strategies are embedded in the curriculum now they are not used independently by the pupil. Pupil voice suggests that the same groups lack metacognitive and self-regulation techniques and strategies to apply when being faced with an independent task.
3	<u>Attendance</u> Attendance data shows that the attendance of disadvantaged pupils is below that of non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. We also see that, particularly, as the pupils reach KS4 their attendance is negatively impacted.
4	<u>Literacy</u> Historically disadvantaged students join Year 7 with a literacy deficit indicating that a literacy gap already exists. For example, disadvantaged Year 7 intake 2021/22 entered with a reading age of average 7 months behind their peers.
5	<u>Homework Completion / Lack of work complete outside of the classroom</u> Internal data has shown a drop in homework completion rates throughout, but in particular, those from disadvantaged backgrounds.
6	<u>Lack of interests</u> Extracurricular surveys and tutor time questioning shows, on the whole, a deficit in terms of clubs take up both in and outside of school.
7	<u>Low aspiration</u> Career and futures surveys along with pupil voice questionnaires show that disadvantaged pupils have less clarity on what their future career options are and thus are more likely to aim low.

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
Greater number of Disadvantaged parents attending events.	Event (tutor evenings, subject evenings) attendance figures.
Increased number of disadvantaged pupils attending school support sessions.	Tracking of extra-curricular subject based sessions. Tracking and attendance figures of Saturday sessions.
Improvement in PP attendance. Particularly from KS3 to KS4.	Attendance figures.
All pupils have access to the curriculum, particularly from a Literacy perspective.	Formative assessment within lesson strong, less intervention
PP pupils Homework engagement to increase.	Tracking system for homework to be developed. Department usage of system to show clear picture of those doing / not doing homework.
PP pupils to be more engaged with Extra Curricular Activities.	Tracking system for ECA to be developed. Club usage of said system to show attendance.
All pupils understand the range of options open to them and how to achieve their individual goals.	KS3. All pupils have a meaningful employer engagement. KS4. Pupils experience a 'Pathways' talk / day detailing possible futures. 6 th Form / Apprenticeships / College. Pupils to attend a Careers fair giving access to potential employers. Pupil career Survey. Pupil Voice.
PP pupils are fully aware of their current situation, including targets for progress and improvement.	Disadvantaged are tracked and mentored. Pupil Data analysed and kept. Pupil Voice.

Activity in this academic year

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

Teaching

Budgeted cost: £200,338

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject specific staff development time and training. This is in relation to assessments, subject developments, support for sub groups and pedagogy.	The Education Policy Institute (EPI) - Providing teachers with a right to high-quality training and development would boost pupil attainment and earnings, and may tackle retention problems in the profession, a cost-benefit analysis study from the Education Policy Institute (EPI). EPI High Quality Training EEF – “A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Evidence suggests schools who create additional time to prioritise professional development such as regular sequential sessions have seen exceptional outcomes for disadvantaged students. Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged. In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvement. There is particularly good evidence around the potential impact of teacher professional development.”	2,4,6,7
Early career staff support and professional development.	Key lessons learned in the EEF’s research show that the number one factor in improving academic progress for all, but in particular for disadvantaged is that what happens in the classroom makes the biggest difference. Supporting and developing early career teachers is vital.	1,2,3,4

	Early Career Framework. GOV (ECF) - “During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching. However, too often, new teachers have not enjoyed the support they need to thrive, nor have they had adequate time to devote to their professional development. The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development”	
Staff responsibility and TLR's. Strategic and operational roles to support both pupils and staff. This includes Leadership, Pupil Premium, Assessments, Literacy, small group intervention.	EEF - Making best use of TA's. EEF. Improving Literacy in Secondary Schools. EEF. Metacognition and self-regulation. EEF.	1,2,3,4,5,6,7
Recruitment and retention.	EEF – Takeaway from 2023 research and submission to Education Select Committee. “Access to high-quality teaching is the most powerful lever we have for improving education outcomes, particularly for pupils from socio-economically disadvantaged backgrounds.” “But the data is clear that schools with higher levels of disadvantaged pupils face the biggest recruitment and retention challenges. These schools, on average, have higher levels of staff turnover, as well as more unfilled vacancies and fewer subject-specialist teachers.” Improving Teacher recruitment and retention.	2,3,4,5

Targeted academic support

Budgeted cost: £34,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group intervention with academic mentors, outside of school days, for pupils with a specific focus.	Improved Academic Performance Research by the Education Endowment Foundation (EEF) has shown that small group tuition can result in an average of 4 months' additional progress over the course of a year. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4,5,6,7
Purchase of external online licences via providers that concentrate on both course materials and also diagnostic assessments.	Seneca Sparx – Maths Sparx – Reader Tassomai Accelerated Reader BromCom .Gov – “The benefits of a digital education platform. Using these platforms, teachers can: • teach classes as well as smaller groups of pupils • communicate with their pupils • set tasks for individuals as well as for larger groups • let pupils work together • give feedback • share useful links to digital learning resources • collaborate with their colleagues on lesson planning and related administrative tasks” EEF – Using Digital Technology to Improve Learning	1,2,4,5

	.GOV – Digital education platforms	
Teacher Assistants, learning and academic mentors training / small group work.	“The positive impacts of TAs in terms of improving pupil behaviour and engagement in the classroom and improving academic progress are universally recognised by leaders irrespective of school setting.” – Gov.uk Use of teaching assistants in schools report. Best use of TA's. EEF.	1,2,3,4,5,6,7

Wider strategies

Budgeted cost: £59,217

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of staff with specific focus on disadvantaged pastoral and academic care and wellbeing. Pupil Premium Manager.	Unity Research school – “The most effective strategies for supporting disadvantaged learners focus on giving teachers and wider staff the capacity, expertise and development to meet the needs of their learners. To improve them as learners and help them to thrive in wider school life. Teacher and wider staff agency and buy-in are fundamental to success.” Unity Research	1,2,3,4,5,6,7
Support Staff to pre book event appointments. Create a clear systematic approach across years 7 – 11 to maximise engagement.	Schools week - “Children do better if their family attend parents’ evening” Social Market Foundation EEF Parental Engagement – “The average impact of the Parental engagement approaches is about an additional four months progress over the course of a year.” Parental Engagement EEF	1,3,5,6,7
Funding for staff that specifically track, monitor and intervene with Disadvantaged pupils attendance.	Education Conferences UK “Pupils with poor attendance are more likely to fall behind and become disengaged from their studies” EEF	1,2,3,4,5,6,7

	“Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils (EEF)” Gov Being in school is important to your child’s achievement, wellbeing, and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. .Gov – The Education Hub	
Provide a high quality curriculum with good formative assessment that addresses gaps that may have developed through lesson time.	EEF Research – “Three quarters of schools in England say poor attendance and low reading levels are the biggest challenges effecting socioeconomically disadvantaged pupils academic achievements.” EEF Literacy and Life expectancy LKMco research	4,5,6,7
Regularly provide mentoring opportunities for targeted disadvantaged pupils (Years 7, 8, 9, 10). Include key aspects of student life. Measure progress of these pupils.	EEF Mentoring – Key Findings “The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment” Mentoring EEF EEF Small group tuition – Key Findings “Small group tuition has an average impact of four months’ additional progress over the course of a year” “Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.” Small group tuition EEF	2,3,4,5,6,7
Extra-Curricular activities	Education Policy Institute (EPI) Findings:	2,3,6,7

We want 100% of our Disadvantaged pupils to have engaged with at least one of our flagship areas. This will include using the Pupil Premium to fund/help fund activities i.e trips, where outcomes are agreed. We want to ensure no pupil is disadvantaged and has access to opportunities outside of the classroom.	Disadvantaged and vulnerable pupils are less likely to attend sports clubs, hobbies and arts and music clubs when compared to their peers. Attending extra-curricular clubs during secondary school is associated with a range of positive outcomes. An Unequal playing field	
Careers We want 100% of our disadvantaged pupils to have had a 'Meaningful employer engagement'. An Interview with trained careers advisor. We would also like pupils to be able to go on Work experience where we feel it is beneficial.	Independent review of careers guidance in schools Main findings Continue to develop staff knowledge of qualifications Ensure encounters with employers, such as through careers fair and talks are delivered in a way that is beneficial to pupils. Ensure that the careers programme is delivered by staff with necessary expertise, with support of careers specialists. Recommendations	3,5,6,7
Breakfast club Provide a friendly space where pupils can arrive to school and catch up with work if necessary. Also breakfast is provided.	National Institutes of Health (NIH). Gov "Breakfast skipping and cognitive and emotional engagement at school" NIH National School Breakfast Club Programme. Gov "It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour." NSBC Programme Gov	2,3,4,5

Learning resources. Help to provide course revision materials, equipment and any other agreed resources that the absence of will disadvantage the pupil.	Department of Education Identifying barriers and challenges and overcoming them. Strategies used by schools to raise attainment of disadvantaged pupils Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Ofsted Successful ways that schools are spending their funding. The Pupil Premium	2,4,5,6,7
---	--	-----------

Total budgeted cost: £293,880

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 2025 to 2026 academic year.

Intended outcome	Success criteria	Review
Greater number of Disadvantaged parents attending events.	Event (tutor evenings, subject evenings) attendance figures.	Continue to promote parent events to PP first and booked with support from the year team or PP Manager. This enables them to get time slots that they will attend. We also remind them the day before or on the day of the event. In 2025-2026 83% PP parents attended events increase from 2024-2025 which was 63%
Increased number of disadvantaged pupils attending school support sessions.	Tracking of extra-curricular subject based sessions. Tracking and attendance figures of Saturday sessions.	Our Saturday morning mentoring program has had an increased focus on PP with the number of tuition hours delivered at 1150 for Math & Science. This is an increase from the previous academic year which was 823

		hours. Baseline figure for 2025 - 2026 is 22.4% of all PP students attended out-of-hours subject support, including 71.2% of Y11 PP students. 38.5% of Y11 PP students attend Saturday Maths regularly, with 26.9% regularly attending Saturday Science.
Improvement in PP attendance. Particularly from KS3 to KS4.	Attendance figures.	Last year's attendance data demonstrates attendance broadly in line with national/similar schools. Indicators suggest Autumn term attendance is a target area for these students and increased intervention has been put in place to help combat this for the 26/27 academic year. Engagement strategies will continue with all year groups, but with a key target area being to support students struggling with their mental health. Utilising our connection with external bodies such as MAP and the West Norfolk Mental Health Team. Attendance challenges occur throughout the year with target groups of students.
All pupils have access to the curriculum, particularly from a Literacy perspective.	Formative assessment within lesson strong, less intervention	A continuous program delivered within our Teaching & Learning Communities embeds Formative Assessment plus local training on live marking has delivered high quality formative assessment in lessons. Both local QA plus Trust QA including student voice & book review has revealed both consistency and engagement from students & staff. High Quality Modelling from teachers has provided a strong scaffold for students. Explicit teaching of vocabulary and using that vocabulary in an appropriate context has also supported students.

PP pupils Homework engagement to increase.	Tracking system for homework to be developed. Department usage of system to show clear picture of those doing / not doing homework.	Clear homework plans have been developed across all Key Stages for all subjects with a particular focus on Core. Significant increase in homework completion across all students including Pupil Premium. 48% of PP students regularly engage with English & Maths homework through KS3 which is our new baseline figure which we will aim to lift. Baseline figures for KS4 will be established this academic year. Targeted support is provided both during and outside the school day to remove barriers to homework engagement for Pupil Premium students. A mentoring programme for Pupil Premium students provides additional personalised support. Homework engagement is a key strand of this programme, alongside wider strategies to improve students' organisation, engagement and independence.
PP pupils to be more engaged with Extra Curricular Activities.	Tracking system for ECA to be developed. Club usage of said system to show attendance.	Tracking continues through Bromcom We can now see on a weekly basis which PP students are attending which clubs in school. This enables us to identify students that are not attending clubs. Heads of Year actively review & encourage PP students with ECA and we review our offering accordingly. 25/26 PP participation across KS3 and KS4 has increased to 67% from 58%, with an increase in year 7 from 82% to 96%. New clubs added throughout the year to increase engagement
All pupils understand the range of options open to them and how to achieve their individual goals.	KS3. All pupils have a meaningful employer engagement. KS4. Pupils experience a 'Pathways' talk / day detailing possible futures. 6th Form / Apprenticeships / College. Pupils to attend a Careers fair giving access to potential employers. Pupil career Survey. Pupil Voice.	CEIAG is embedded into PSHE and embedded in careers curriculum journeys including employer engagement. This is logged and monitored through student profiles on Unifrog and Year Group Trackers. PP students are prioritised for workplace work experience and careers adviser meetings. Student voice data, eg via the

		Future Skills Questionnaires, can be segmented to focus on PP students. We achieved the Careers Mark in 2025-26 demonstrating excellent practices.
PP pupils are fully aware of their current situation, including targets for progress and improvement.	Disadvantaged are tracked and mentored. Pupil Data analysed and kept. Pupil Voice.	Pupil Premium manager (alongside Year Teams) makes regular contact with pupils and parents, tracks academic performance and wider personal development using data and a structured document that informs intervention. Data reviewed includes: Achievement & Behaviour; Attendance, Parental Meeting Engagement, Subject Specific Support, Punctuality, Homework & engagement with ECA. Specific small group mentoring is utilised as needed and directed enrichment intervention also boosts outcomes - improvements seen across all key areas. Regular Pupil Voice is taken throughout the year and is overwhelmingly positive. Pupil Manager/Head of Year reports through LGB meetings for each Year group.

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
Accelerated reader	Renaissance Learning

Sparx Maths	Sparx
Sparx Reader	Sparx
Sparx Science	Sparx
Tassomai	Tassomai
Everlearner	Everlearner
Springwood Saturday tutoring	School Staff / Sixth Form Students
E-revision	E-revision
Bromcom	Bromcom
Seneca	Seneca
Exam pro	AQA
Uplearn	Uplearn
Dr Frost	Dr Frost