

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	Springwood High School
Number of pupils in school	1406
Proportion (%) of pupil premium eligible pupils	21.12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021 Update December 2022 Update 2 December 2023
Date on which it will be reviewed	June 2021 October 2022 June 2023 October 2023 June 2024
Statement authorised by	Andrew Johnson, Executive Headteacher
Pupil premium lead	Dan Hobbs, Assistant Headteacher
Governor / Trustee lead	Louise Gayton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,870
Recovery premium funding allocation this academic year	£80,592
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£372,462

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Springwood High School strives to ensure that every student has the opportunity, encouragement and guidance to be able to achieve their potential. We are committed to making sure that every pupil, disadvantaged or otherwise, benefits from access to quality support, both pastorally and academically.

Our vision is to not only enable all pupils to learn, develop, enhance and overcome challenges at school no matter what their barrier to learning may be, but also support all pupils irrespective of ability, to achieve high levels of progress and attainment academically and personally.

We focus on individual disadvantages rather than a 'one size fits all' approach and pay special attention to literacy skills, attendance issues and the needs of those with different cultural backgrounds and socioeconomic groups.

Quality first teaching is at the forefront of our approach with a focus on providing top quality teaching for our pupils. Research is clear that good teaching and strong relationships between teachers and pupils has the biggest impact on not only disadvantaged youngsters but also all other pupil groups.

Relationships at Springwood High School go beyond the classroom. We strive to develop strong positive relationships between pupil, home and school that are honest and transparent so we can support every student, disadvantaged or not, to be a motivated valuable member of both school and society as a whole.

At Springwood High School our strategy is also integral to wider school plans for education recovery. Through a response to common challenges, individual needs and diagnostic assessment, not assumptions about the impact of disadvantage, we have implemented;

- A cultural capital curriculum
- Internal weekend support sessions for English and Mathematics
- National Tutoring Programme
- Work with Further Education providers for first-choice places

Our strategy in addressing challenges that our specific individual disadvantaged pupils face is to take a collaborative approach where all staff understand and fulfil their roles. We understand that disadvantage is a dynamic entity. The needs of our pupils will change. With this in mind we keep up-to-date with both, new research developments and also the ever changing situations of our specific pupils. We will do this by utilising diagnostic assessments, creating a culture amongst staff that aids aspiration and

giving pupils access to opportunities that they otherwise may have been excluded from.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Literacy</u></p> <p>Historically disadvantaged students join Year 7 with a literacy deficit indicating that a literacy gap already exists.</p> <p>For example, disadvantaged Year 7 intake 2021/22 entered with a reading age of average 7 months behind their peers.</p>
2	<p><u>Motivation / aspiration.</u></p> <p>Regular internal audits including observations, book looks, data, pupil and teacher voice help identify specific barriers per cohort. One of our barriers to learning for disadvantaged students is motivation and aspiration.</p>
3	<p><u>Attendance.</u></p> <p>Attendance data shows that the attendance of disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p><u>Relationships.</u></p> <p>Crucial evidence points to the benefits of disadvantaged students building key relationships with staff. This must be taken into consideration when students move into the school and continue when they move year group or class.</p>
5	<p><u>Parental participation.</u></p> <p>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.</p>
6	<p><u>Meta cognition and Self-regulation skills.</u></p> <p>Teacher and pupils' voice, along with observations evidence lower attaining disadvantaged pupils generally lack metacognitive and self-regulation</p>

	techniques and strategies to apply when being faced with an independent task. This is evident particularly in the planning of a new task and evaluating performance.
7	<p><u>Background Knowledge retention.</u></p> <p>Teacher and pupils' voice along with observations identify that, particularly our lower ability disadvantaged pupils, have a smaller knowledge base than their peers do. This may be evident as a lack of vocabulary or a narrow understanding of concepts and background to topics.</p>

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
Departments using EEF Literacy guidance.	<ul style="list-style-type: none"> Monitoring, pupil/staff voice indicate improvements have been made by our disadvantaged pupils in terms of their fluency in reading and wider vocabulary. Monitoring, pupil/staff voice should also indicate a closing of the gap between the attainment of disadvantaged and non-disadvantaged.
Increased engagement. Extra-curricular, applications, rewards programmes, visits, participation, ATL scores.	<p>Monitor and act on whole school activities and reports.</p> <ul style="list-style-type: none"> Data showing participation to extracurricular activities, evidences an increase in disadvantaged attendance. Data shows a positive trend in those pupils completing the year specific rewards programmes and attending the associated event. Every disadvantaged pupil will have had the chance to attend an off site visit. Disadvantaged pupil ATL data to show improvements when compared to non-disadvantaged pupils.
Improvement in attendance.	Improvement in disadvantaged attendance figures from 2024/25.

Fewer behaviour issues / points. Strong relationships with staff to be maintained.	<p>Staff training on negative effects of transition particularly for disadvantaged youngsters.</p> <ul style="list-style-type: none"> • Behaviour points for disadvantaged pupils to reduce. • Achievement points being gained by disadvantaged pupils to significantly increase.
High attendance to parent evenings and home/ school meetings. Take opportunities in school/parent involvement.	<p>Monitor and act on parent attendance figures. Parent voice.</p> <ul style="list-style-type: none"> • Disadvantaged pupil representation at parents evening is no less than 93%
To improve Meta cognition and Self-regulation awareness and skills for all disadvantaged youngsters.	<p>Monitoring, reports, pupil/staff voice and observations indicate</p> <ul style="list-style-type: none"> • Disadvantaged students are able to regulate their work and complete tasks independently. • Homework completion rates should support these improvements.
Knowledge retention.	<p>Monitoring, reports, pupil/staff voice and observations indicate</p> <ul style="list-style-type: none"> • Disadvantaged pupils are now more aware of subject specific words and their definitions. • Disadvantaged pupils are more able to hold conversations including tier 3 words and using more advanced vocabulary.

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

Budgeted cost: £ 260,723.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff responsibility and TLR's. Strategic and operational roles to support both pupils and staff. This includes Pupil Premium, Assessments, Literacy,	By following recommendations set out in the evidence-based research documents below, we stand the best chance of raising the bar for all but disproportionately so for our disadvantaged pupils.	1,2,6,7

Meta Cognition and self-regulation and Best use of TA's and small group intervention.	Making best use of TA's. EEF. Improving Literacy in Secondary Schools. EEF. Metacognition and self-regulation. EEF.	
<p>Subject specific staff development time and training.</p> <p>This is in relation to assessments, subject developments, support for sub groups and pedagogy.</p>	<p>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. Improving the quality of teaching.</p> <p>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</p> <p>Improvement. There is particularly good evidence around the potential impact of teacher professional development.</p> <p>The attainment gap. EEF.</p>	1,2,3,4,6,7
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	2,4,6,7

	<p>the classroom makes the biggest difference. Supporting and developing early career teachers is vital.</p> <p>The attainment gap. EEF.</p> <p>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</p>	
Recruitment and retention.	<p>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. To retain good quality staff and be able to recruit when necessary will aid this end.</p> <p>The attainment gap. EEF.</p>	2,4,6,7
Staff culture training.	<p>The evidence from the study, <i>Against the odds</i>, suggests that staff attitudes are an important factor in creating a positive culture to successfully tackle socio-economic disadvantage. A staff attitudes survey will be sent to all staff.</p>	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £ 40,970.82

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.	<p>Extra tuition to address specific needs identified through data or teacher observations. This is firstly, prioritised towards disadvantaged but also to any sub group that is seen to be in need.</p> <p>Literacy approaches for phonics intervention, IDL, 1:1 Accelerated reader programme, writing intervention and handwriting developing and to be more embedded this year.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,6,7
Purchase of external online licences via providers that concentrate on both course materials and also diagnostic assessments.	<p>DFE – Wider approaches for Pupil Premium spending may be used at a schools discretion. This could be on music lessons, revision guides, breakfast club and educational visits. No student should be at a financial disadvantage due to their socioeconomic background.</p>	1,2,5,6,7
Teacher Assistants, learning and academic mentors training / small group work.	<p>EEF – ‘The recommendations in this guidance recognise the fact that schools are operating within already tight budgets; however, noticeable improvements in pupil outcomes can be made through the thoughtful use of existing resources.’</p> <p>EEF - Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average</p> <p>Best use of TA's. EEF.</p>	1,2,4,6

National Tutoring programme. School led intervention.	<p>Extra tuition to address specific needs identified through data or teacher observations. This is firstly, prioritised towards disadvantaged but also to any sub group that is seen to be in need.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 70,767.78

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.	<p>SHS – A member of staff who is responsible to raise staff awareness, raise student aspirations, provide data analysis, to encourage and facilitate extracurricular sessions, improve attendance, and to mentor and nurture Pupil Premium students. In house evidence of impacts being made in certain areas.</p> <p>EEF - Research from the 'Teaching and Learning Toolkit' states... 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'</p>	2,3,4,5
Breakfast club.	EEF - Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled	1,2,3,4,5

	<p>trial published by the Education Endowment Foundation (EEF).</p> <p>The Department for Education (DfE) Breakfast club programme 2021-2023 overview, published 9th July 2021 states... 'The 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</p> <p>DfE Breakfast club programme.</p>	
Career guidance. Development of a whole school plan plus individualised support via outside providers.	EEF - Strong careers information, advice and Guidance as well as educational experiences are listed in the top 10 approaches for disadvantaged pupils.	2,3
Culture capital curriculum. Development of bespoke curriculum to address school specific personal and social issues.	EEF - 'One of the areas in which disadvantaged young people can suffer is in what's known as 'Cultural Capital' (a knowledge of the way that society works that can be encouraged by parents with such things as museum visits and discussions at family mealtimes.'	1,2,3,4,6,7
Extra-curricular activities. i.e trips etc. Fund disadvantaged pupils, where outcomes agreed, to ensure disadvantaged pupils have access to opportunities outside of the classroom.	EEF - 'One of the areas in which disadvantaged young people can suffer is in what's known as 'Cultural Capital' (a knowledge of the way that society works that can be encouraged by parents with such things as museum visits and discussions at family mealtimes	2,3,4,5,7
Learning resources. Help to provide course revision materials, equipment and any other agreed resources that the absence of will disadvantage the pupil.	DFE – Wider approaches for Pupil Premium spending may be used at a schools discretion. This could be on music lessons, revision guides, breakfast club and educational visits. No student should be at a financial disadvantage due to their socioeconomic background.	2,6,7
Parent engagement events.	EEF - Parents play a crucial role in supporting their children's learning, and levels of parental engagement are	4,5

	consistently associated with children's academic outcomes	
Pastoral support.	EEF - There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income	2,3,4
Attendance support.	EEF - Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils (EEF	3

Total budgeted cost: £ £372,462

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 2022 to 2023 academic year.

Intended outcome	Success criteria	Review
Departments using EEF Literacy guidance.	<ul style="list-style-type: none"> Monitoring, pupil/staff voice indicate improvements have been made by our disadvantaged pupils in terms of their fluency in reading and wider vocabulary. Monitoring, pupil/staff voice should also indicate a closing of the gap between the attainment of disadvantaged and non-disadvantaged. 	<p>Departments received training and support with the goal of including and implementing researched recommendations into each departments SOW.</p> <p>Evidence of this happening has been seen via monitoring walks. Feedback is positive.</p> <p>Staff panel of Senior Leaders and Literacy experts meet regularly to plan, monitor and review Literacy programme with specific focus on disadvantaged pupils.</p> <p>Phonics intervention programme, Fresh Start, introduced. Reading and writing support.</p>

		IDL introduced. Intervention that uses sight, sound, touch and voice to improve literacy and maths ability.
Increased engagement. Extra-curricular, applications, rewards programmes, visits, participation, ATL scores.	<p>Monitor and act on whole school activities and reports.</p> <ul style="list-style-type: none"> • Data showing participation to extracurricular activities, evidences an increase in disadvantaged attendance. • Data shows a positive trend in those pupils completing the year specific rewards programmes and attending the associated event. • Every disadvantaged pupil will have had the chance to attend an off-site visit. • Disadvantaged pupil ATL data to show improvements when compared to non-disadvantaged pupils. 	<p>Monitoring system for tracking pupil attendance to clubs developed. Pupil Surveyed termly. Pupils tracked. Individuals not taking part targeted for support. Events planned to enrich these pupils experience. Consistency of feedback addressed and improved Rewards schemes ongoing.</p> <p>Many opportunities for all pupils to attend off site visits. Space centre, Sailing, Alton Towers, Marham air base, Holkham hall, Go Karting, Zoo, Sports trips. Careers plan developing to not only inform but also inspire pupils to think about the future and potential opportunities in all futures including, University, apprenticeships and differing career paths.</p>
Improvement in attendance.	Improvement in disadvantaged attendance figures from 2024/25.	<p>Attendance figures have improved for disadvantaged.</p> <p>At the end of the academic year 21/22, the FSM average attendance was 81.5%</p> <p>At the end of the academic year 22/23, the FSM average was 84.4% This shows a 2.9% increase over 12 months</p> <p>This is also ahead of our success criteria, where we stated improvement by 2024/25</p> <p>It is also worth noting that the 22/23 figure is in all likely higher than 84.4%. FFT tracker runs until the end of July, where as Year 11 leave in June</p>
Fewer behaviour issues / points. Strong	Staff training on negative effects of transition particularly for disadvantaged youngsters.	Staff training delivered in January. Departments directed to be aware of the negative impact

relationships with staff to be maintained.	<ul style="list-style-type: none">Behaviour points for disadvantaged pupils to reduce.Achievement points being gained by disadvantaged pupils to significantly increase.	<p>of transition times (teacher to teacher) with relation to Pupil Premium and disadvantaged pupils.</p> <p>Next step is to gain base line data on Achievement points and behaviour points.</p> <p>Behaviour points Last year PP to Non PP:</p> <table><tr><th colspan="2">22/23</th><th colspan="2">21/22</th></tr><tr><th>PP Av</th><th>Npp Av</th><th>PP Av</th><th>Npp Av</th></tr><tr><td>28</td><td>13</td><td>26</td><td>11</td></tr></table> <p>Achievement point Last year PP to Non PP:</p> <table><tr><th colspan="2">22/23</th><th colspan="2">21/22</th></tr><tr><th>PP Av</th><th>Npp Av</th><th>PP Av</th><th>Npp Av</th></tr><tr><td>134</td><td>166</td><td>84</td><td>106</td></tr></table> <p>Data is from Sept of that academic year to May HT.</p>	22/23		21/22		PP Av	Npp Av	PP Av	Npp Av	28	13	26	11	22/23		21/22		PP Av	Npp Av	PP Av	Npp Av	134	166	84	106
22/23		21/22																								
PP Av	Npp Av	PP Av	Npp Av																							
28	13	26	11																							
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PP Av	Npp Av	PP Av	Npp Av																							
134	166	84	106																							
High attendance to parent evenings and home/ school meetings. Take opportunities in school/parent involvement.	<p>Monitor and act on parent attendance figures. Parent voice.</p> <ul style="list-style-type: none">Disadvantaged pupil representation at parents evening is no less than 93%	<p>Parents evenings have been online. Technology can become a barrier for our disadvantaged. Data shows that PP parents missed more appointments than their non-PP counterparts.</p> <p>With this in mind we have offered and are offering disadvantaged households the opportunity to come in to school and use our facilities.</p> <p>22/23 FSM figures Year 7 (Meet tutors) 86% Year 8 88% Year 9 78% Year 10 75% Year 11 (Progress eve) 77%</p>																								

To improve Meta cognition and Self-regulation awareness and skills for all disadvantaged youngsters.	<p>Monitoring, reports, pupil/staff voice and observations indicate</p> <ul style="list-style-type: none"> Disadvantaged students are able to regulate their work and complete tasks independently. Homework completion rates should support these improvements. 	<p>In April 22, disaggregated training was delivered to staff, by Mr Hobbs, relating directly to Metacognition and Self Regulation.</p> <p>Top up training was delivered in September to the whole staff body regarding Metacognition and Self-regulation. KS3 SOW to include metacognitive tasks.</p>
Knowledge retention.	<p>Monitoring, reports, pupil/staff voice and observations indicate</p> <ul style="list-style-type: none"> Disadvantaged pupils are now more aware of subject specific words and their definitions. Disadvantaged pupils are more able to hold conversations including tier 3 words and using more advanced vocabulary. 	<p>Knowledge recall has become a standard routine in all lessons using the learning scientist approaches and Rosenshines principles of instruction. Every department has built this in to their SOW.</p> <p>Formative assessment structures have been addressed with staff to put more emphasis on pupils individual prior knowledge and how this should inform teaching.</p>

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
National tutoring programme	Department of Education
Class charts	TES
Hegarty Maths	Hegarty Maths
Show My Homework	Satchel One
Springwood Saturday tutoring	School Staff / Sixth Form Students
SIMS	Capita

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

In planning our new pupil premium strategy, we have had to reflect on the reasoning behind strategies we have used in the past. Our starting point in the past has always been to address the problems that we perceive the disadvantaged pupils to have. Now, we have worked backwards to establish what barriers our pupils may have that impact learning both inside and outside of the classroom.

We are in a much stronger position now to match pupils with strategies that meet their specific needs.

The approach that we are now taking is heavily collaborative. Many of the strategies that we implement will be beneficial for all pupils.

We know that what happens within the classroom and quality first teaching will make the biggest difference to our youngsters. This, supplemented by planned, small group intervention along with wider strategies around attendance, motivation and life skills will lead to pupils feeling supported in their academic, extra-curricular and character development.