

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	19.6% (280)
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	December 24
Date on which it will be reviewed	June 25 October 25 June 26 October 26 June 27
Statement authorised by	Andrew Johnson Executive Headteacher
Pupil premium lead	Daniel Hobbs
Governor / Trustee lead	Louise Gayton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£302,240
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£302,240

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	<p><u>Parental Engagement</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 and information evenings.</p>
2	<p><u>Study and Metacognitive skills related to learning</u></p> <p>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.</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. We also see that, particularly, as the pupils reach KS4 their attendance is negatively impacted.</p>
4	<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>
5	<p><u>Homework Completion / Lack of work complete outside of the classroom</u></p> <p>Internal data has shown a drop in homework completion rates throughout, but in particular, those from disadvantaged backgrounds.</p>
6	<p><u>Lack of interests</u></p> <p>Extracurricular surveys and tutor time questioning shows, on the whole, a deficit in terms of clubs take up both in and outside of school.</p>
7	<p><u>Low aspiration</u></p> <p>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.</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
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: £211,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>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).</p> <p>EPI High Quality Training</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 Improvement. There is particularly good evidence around the potential impact of teacher professional development.”</p> <p>The attainment gap. EEF.</p>	<p>2,4,6,7</p>
<p>Early career staff support and professional development.</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. Supporting and developing early career teachers is vital.</p> <p>The attainment gap. EEF.</p>	<p>1,2,3,4</p>

	<p>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”</p>	
<p>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.</p>	<p>EEF -</p> <p>Making best use of TA’s. EEF.</p> <p>Improving Literacy in Secondary Schools. EEF.</p> <p>Metacognition and self-regulation. EEF.</p>	1,2,3,4,5,6,7
<p>Recruitment and retention.</p>	<p>EEF – Takeaway from 2023 research and submission to Education Select Committee.</p> <p>“Access to high-quality teaching is the most powerful lever we have for improving education outcomes, particularly for pupils from socio-economically disadvantaged backgrounds.”</p> <p>“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.”</p> <p>Improving Teacher recruitment and retention.</p> <p>The attainment gap. EEF.</p>	2,3,4,5

Targeted academic support

Budgeted cost: £ 33,246.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide small group intervention with academic mentors, outside of school days, for pupils with a specific focus.</p>	<p>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.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3,4,5,6,7</p>
<p>Purchase of external online licences via providers that concentrate on both course materials and also diagnostic assessments.</p>	<p>Seneca Sparx – Maths Sparx – Reader Tassomai Accelerated Reader BromCom</p> <p>.Gov –</p> <p>“The benefits of a digital education platform. Using these platforms, teachers can:</p> <ul style="list-style-type: none"> • 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” <p>EEF – Using Digital Technology to Improve Learning</p>	<p>1,2,4,5</p>

	.GOV – Digital education platforms	
Teacher Assistants, learning and academic mentors training / small group work.	<p>“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</p> <p>Use of teaching assistants in schools report.</p> <p>Best use of TA's. EEF.</p>	1,2,3,4,5,6,7

Wider strategies

Budgeted cost: £57,425.60

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>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.”</p> <p>Unity Research</p>	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.	<p>Schools week - “Children do better if their family attend parents’ evening”</p> <p>Social Market Foundation</p> <p>EEF Parental Engagement – “The average impact of the Parental engagement approaches is about an additional four months progress over the course of a year.”</p> <p>Parental Engagement EEF</p>	1,3,5,6,7
Funding for staff that specifically track, monitor and intervene with Disadvantaged pupils attendance.	<p>Education Conferences UK</p> <p>“Pupils with poor attendance are more likely to fall behind and become disengaged from their studies”</p> <p>EEF</p>	1,2,3,4,5,6,7

	<p>“Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils (EEF)”</p> <p>Gov</p> <p>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.</p> <p>.Gov – The Education Hub</p>	
Provide a high quality curriculum with good formative assessment that addresses gaps that may have developed through lesson time.	<p>EEF Research –</p> <p>“Three quarters of schools in England say poor attendance and low reading levels are the biggest challenges effecting socioeconomically disadvantaged pupils academic achievements.”</p> <p>EEF</p> <p>Literacy and Life expectancy</p> <p>LKMco research</p>	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.	<p>EEF Mentoring – Key Findings</p> <p>“The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment”</p> <p>Mentoring EEF</p> <p>EEF Small group tuition – Key Findings</p> <p>“Small group tuition has an average impact of four months’ additional progress over the course of a year”</p> <p>“Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.”</p> <p>Small group tuition EEF</p>	2,3,4,5,6,7
Extra-Curricular activities	<p>Education Policy Institute (EPI)</p> <p>Findings:</p>	2,3,6,7

<p>We want 100% of our Disadvantaged pupils to have engaged with at least one of our flagship areas.</p> <p>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.</p>	<p>Disadvantaged and vulnerable pupils are less likely to attend sports clubs, hobbies and arts and music clubs when compared to their peers.</p> <p>Attending extra-curricular clubs during secondary school is associated with a range of positive outcomes.</p> <p>Education Policy Institute (EPI) findings</p> <p>Social Mobility Commission</p> <p>An Unequal playing field</p>	
<p>Careers</p> <p>We want 100% of our disadvantaged pupils to have had a 'Meaningful employer engagement'.</p> <p>An Interview with trained careers advisor.</p> <p>We would also like pupils to be able to go on Work experience where we feel it is beneficial.</p>	<p>Independent review of careers guidance in schools</p> <p>Main findings</p> <p>Continue to develop staff knowledge of qualifications</p> <p>Ensure encounters with employers, such as through careers fair and talks are delivered in a way that is beneficial to pupils.</p> <p>Ensure that the careers programme is delivered by staff with necessary expertise, with support of careers specialists.</p> <p>Recommendations</p>	3,5,6,7
<p>Breakfast club</p> <p>Provide a friendly space where pupils can arrive to school and catch up with work if necessary. Also breakfast is provided.</p>	<p>National Institutes of Health (NIH). Gov</p> <p>"Breakfast skipping and cognitive and emotional engagement at school"</p> <p>NIH</p> <p>National School Breakfast Club Programme. Gov</p> <p>"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."</p> <p>NSBC Programme Gov</p>	2,3,4,5

<p>Learning resources. Help to provide course revision materials, equipment and any other agreed resources that the absence of will disadvantage the pupil.</p>	<p>Department of Education</p> <p>Identifying barriers and challenges and overcoming them.</p> <p>Strategies used by schools to raise attainment of disadvantaged pupils</p> <p>Supporting the attainment of disadvantaged pupils: Articulating success and good practice.</p> <p>Ofsted</p> <p>Successful ways that schools are spending their funding.</p> <p>The Pupil Premium</p>	<p>2,4,5,6,7</p>
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Total budgeted cost: £ 302,240

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
<p>Departments using EEF Literacy guidance.</p>	<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> <p>IDL – To be introduced.</p> <p>Intervention that uses sight,</p>

		<p>sound, touch and voice to improve literacy and maths ability.</p> <p>Tassamoi – Online learning platform for GCSE English. Students watch short videos where algorithms pick up weaknesses. Quizzes directly related to the content</p> <p>Sparx Reader – Personalised and engaging online learning platform where students complete regularly quizzes as they read, encouraging accurate and careful reading</p>
<p>Increased engagement. Extra-curricular, applications, rewards programmes, visits, participation, ATL scores.</p>	<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</p> <p>Rewards schemes ongoing. Many opportunities for all pupils to attend off site visits., Sailing, Alton Towers, Marham air base, Holkham hall, Go Karting, Zoo, Twickenham, Lionesses games. 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>
<p>Improvement in attendance.</p>	<p>Improvement in disadvantaged attendance figures from 2024/25.</p>	<p>Attendance figures for disadvantaged.</p> <p>At the end of the academic year 23/24, the FSM average attendance was 85.6%</p> <p>At the end of the academic year 22/23, the FSM average was 84.4% This shows a 1.2% increase over 12 months</p>

		This is also ahead of our success criteria, where we stated improvement by 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. 	<p>Staff training delivered in January. Departments directed to be aware of the negative impact 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 border="1"> <thead> <tr> <th colspan="2">22/23</th> <th colspan="2">23/24</th> </tr> <tr> <th>PP Av</th> <th>Npp Av</th> <th>PP Av</th> <th>Npp Av</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>13</td> <td>25</td> <td>10</td> </tr> </tbody> </table> <p>Achievement point Last year PP to Non PP:</p> <table border="1"> <thead> <tr> <th colspan="2">22/23</th> <th colspan="2">23/24</th> </tr> <tr> <th>PP Av</th> <th>Npp Av</th> <th>PP Av</th> <th>Npp Av</th> </tr> </thead> <tbody> <tr> <td>134</td> <td>166</td> <td>115</td> <td>134</td> </tr> </tbody> </table>	22/23		23/24		PP Av	Npp Av	PP Av	Npp Av	28	13	25	10	22/23		23/24		PP Av	Npp Av	PP Av	Npp Av	134	166	115	134
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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</p>																								

		<p>opportunity to come in to school and use our facilities.</p> <p>23/24 FSM figures Year 7 (Meet tutors) 64% Year 8 (Meet tutors) 65% Year 9 (Meet Tutors) 62% Year 10 (Meet tutors) 58% Year 11 (Online eve) 62%</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 Rosenshine's principles of instruction. Every department has built this in to their SOW. Formative assessment structures have been addressed with staff to put more emphasis on pupil's 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
Tassomai	Sparx Maths
Show My Homework	Satchel One
Springwood Saturday tutoring	School Staff / Sixth Form Students
SIMS	Capita
Bromcom	Sparx Reader

