



## PUPIL PREMIUM STRATEGY STATEMENT 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	969 (Y7-11 766)
Proportion (%) of pupil premium eligible pupils	13.8% (106 pupils) <sup>2</sup>
Academic year/years that our current pupil premium strategy plan covers	Sept 2023 – July 2026
Date this statement was published	February 2026
Date on which it will be formally reviewed	July 2026
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 (main) funding allocation this financial year Mar 2025-Apr 2026	£94,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£476
<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	£95,078

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

<sup>2</sup> +45% (33 pupils) vs last school year

<sup>3</sup> Link Governor meeting held with Link Gov 20<sup>th</sup> January 2026

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

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

- Pupil Premium, FSM 6, EAL, LAC, SEND, PP+SEN<sup>6</sup>, ARPA<sup>7</sup> and East Midlands groups are our IDENTIFIABLE GROUPS<sup>8</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.
- 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.

<sup>4</sup> SDP targets: 4.1-4.5

<sup>5</sup> SDP targets 6.1-6.5

<sup>6</sup> £836 of direct funding

<sup>7</sup> At risk of persistent absence

<sup>8</sup> We will collectively use the term 'disadvantaged' for all these groups when focusing on specific intervention strategies

## 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	<p>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 PP pupils are encouraged 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>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 any gaps in A8 and P8 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 2025: See page 8 for analysis.</li> </ul>
Disadvantaged pupils receive the required additional care, resources, pastoral support and guidance they need.	<p>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.</p>
Increased confidence, motivation, self-esteem and aspiration	<p>Our cohort is 60% 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>9</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 if appropriate</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 qualifications to access the next level of their educational journey</p>
Promote and increase attendance of all pupils including at online Parents'	<p>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</p>

<sup>9</sup> Ongoing liaison with Careers Lead. All PP Y11 pupils to have 1:1 appointment with external careers adviser by Feb 2026.

Evenings (see p.8) <sup>10</sup> . PP attendance was 77% at Parent's Evening last year.	'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 conducted spring 2025. Correspondence with families and financial support with equipment / resources.

## Activity in academic year Apr 2025 - Mar 2026

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)

Budgeted cost £400

Activity	Evidence that supports this approach <sup>11</sup>	Challenge number(s) addressed
Adaptive teaching approaches (T&L Walkthrus) for all teaching staff, to develop student accessibility of curriculum areas where needed and develop quality first teaching.	EEF – High-quality teaching report. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a> .	1, 2, 5

### Targeted academic support (e.g. tutoring, one-to-one support structured interventions)

Budgeted cost £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equipment, books and other academic resources provided where appropriate. To provide clear tracking of PP students within all curriculum areas and all year groups. For all	Improve students' learning and build on quality teaching. Create support role to oversee attendance at, 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.	1, 2, 3, 5

<sup>10</sup> SDP: Behaviour and Attitudes EBI 6: Attendance and Punctuality

<sup>11</sup> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

teachers to become more proficient at identifying underachievement.	<p>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.</p> <p>To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.</p>	
Resources to support Year 11 structured interventions	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.	<p>Digital technology can add up to +4 months progress (EEF, 2020).</p> <p>59 active PP students in February 2026.</p>	2

### **Wider strategies (e.g. related to attendance, behaviour, wellbeing)**

Budgeted cost: £77,976

Activity	Evidence that supports this approach <sup>12</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
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
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

<sup>12</sup> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Financial support with Year 10 work experience and Year 7 summer school	EEF data: summer schools can add 3 months progress to learning	5
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## Part B: Review of outcomes in previous academic years

### Pupil premium strategy outcomes Mar 2025 – Apr 2026

Intended outcome	Notes																																				
Develop and promote family support and transition	£2,754 funded uniform																																				
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 2024-25</b> below  £836 of funding for PP pupils who are also SEN																																				
Increased confidence, motivation, self-esteem and aspiration	<ul style="list-style-type: none"> <li>100% of PP students attended a meeting with external careers officer in Years 10 &amp; 11.</li> <li>Effort grades for PP students in all years in line with peers. Where BEA/BEO grades arose, HOYs discussed with SLT.</li> <li>Disadvantaged students stay on for 6th form and apply to university, especially Russell Group universities</li> <li>Student voice shows that PP students feel supported and given good guidance across all year groups.</li> </ul>																																				
Promote and maintain high attendance of all pupils including at online Parents' Evenings (see p.8) <sup>13</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.																																				
Y11 PP Destinations	11/14 pupils returned to either SHS or SGS for A Levels 3/14 enrolled in local college courses in Peterborough / Stamford																																				
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.																																				
Parents Evening Data  *77% of PP students attended Parents' Evening (+6% vs. previous year)	<table border="1"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>Attend- ance</th> <th>PP in cohort</th> <th>PP Att</th> <th>PP Att%</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>152</td> <td>89%</td> <td>22</td> <td>22</td> <td>100%</td> </tr> <tr> <td>8</td> <td>155</td> <td>94%</td> <td>20</td> <td>18</td> <td>90%</td> </tr> <tr> <td>9</td> <td>153</td> <td>85%</td> <td>15</td> <td>13</td> <td>87%</td> </tr> <tr> <td>10</td> <td>149</td> <td>89%</td> <td>14</td> <td>10</td> <td>71%</td> </tr> <tr> <td>11</td> <td>146</td> <td>86%</td> <td>15</td> <td>8</td> <td>53%</td> </tr> </tbody> </table>	Year	Cohort	Attend- ance	PP in cohort	PP Att	PP Att%	7	152	89%	22	22	100%	8	155	94%	20	18	90%	9	153	85%	15	13	87%	10	149	89%	14	10	71%	11	146	86%	15	8	53%
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11	146	86%	15	8	53%																																
Reading ages	Y9 PP +18 months vs +12 Non PP Y8 PP +18 months vs +17 Non PP																																				
Extracurricular participation	76% of PP involved in ECA vs. 79% Non PP Average no. of ECA: 2 PP vs. 3 Non PP																																				

<sup>13</sup> SDP: Behaviour and Attitudes EBI 6: Attendance and Punctuality

## END OF YEAR ATTAINMENT 2024-25

Y7 JULY 2025	Pupils	4-6 <sup>14</sup>	4-6+	7-9	7-9+	Attendance %
All pupils	152	38%	30%	26%	5%	97.2
PP	22	41%	35%	20%	4%	97.8
Non PP	130	37%	30%	27%	6%	97.1
PP SEND	1	50%	43%	7%	0%	100.0

Y8 JULY 2025	Pupils	4-5	4-5+	6-7	6-7+	8-9	8-9+	Attendance %
All pupils	155	16%	18%	32%	20%	12%	2%	96.6
PP	21	24%	19%	26%	18%	11%	3%	92.8
Non PP	134	15%	18%	33%	20%	12%	2%	97.2
PP SEND	7	36%	16%	23%	15%	7%	2%	87.8

Y9 JULY 2025	Pupils	Ave. GCSE 9-1	Attendance %
All pupils	152	6.1	94.8
PP	16	5.9	93.5
Non PP	136	6.1	95.0
PP SEND	3	5.4	88.8

Y10 JULY 2025	Pupils	Ave. GCSE 9-1	At or above	Below Est	Attendance %
All pupils	145	6.1	55%	45%	94.6
PP	17	5.7	47%	53%	90.9
Non PP	128	6.2	56%	44%	95.0
PP SEND	4	5.6	33%	67%	88.6

## Attendance School Year 2024-25<sup>15</sup>

Pupil group	Attendance 2024/5	Attendance 2025/6 to date	National average
All pupils	95.2%	96.2%	93%
Pupils with FSM	93.8%	94.8%	88.9%
Pupils with no FSM	95.3%	96.4%	94.7%
Pupils with SEN	87.2%	92.4%	87.9%
Pupils with no SEN	96.4%	96.8%	94.2%

All data (first half autumn term) compares favourably with national and also indicates a slight improvement in all categories since last year.

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

<sup>14</sup> Projected Grade Bands as per SHS A&R system

<sup>15</sup> Source: [Monitor your school attendance results](#) for your school and nationally, data from the DfE.

## GCSE 2024 & 2025<sup>16</sup>

Compared to national data, attainment of disadvantaged [pupils in A8, English, maths and Science remains **Above (sig+)**

	2024 ALL	2024 Disadvantaged	2025 ALL	2025 Disadvantaged
PUPILS	148	10	146	15
Attainment 8 Overall	65.1	55.7	63.0	56.7
Attainment 8 English	13.1	11.3	12.7	11.2
Attainment 8 Maths	12.0	9.4	12.2	11.5
Attainment EBacc	20.0	18.3	18.9	17.0
Progress 8 Overall	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		
% 4+ GCSE English & Maths	97.3%	9.00%	93.8%	86.7%
% 5+ GCSE English & Maths	83.8%	70.0%	75.3%	60.0%

### Overall Performance Gap

Disadvantaged pupils perform below All pupils across all headline measures in both years. The Attainment 8 gap remains but narrows slightly in 2025 due to a small rise for disadvantaged pupils alongside a fall for the overall cohort.

### Subject-Specific Performance

In English, disadvantaged pupils score around 1.5–1.8 points lower on Attainment 8 in both years, showing little change over time. Maths shows a more positive trend, with disadvantaged pupils improving notably in 2025 and narrowing the gap with All pupils.

### Ebacc Participation and Achievement

EBacc attainment is lower for disadvantaged pupils in both years, but the gap is relatively small compared to other measures. Progress 8 EBacc in 2024 is a clear strength, with disadvantaged pupils matching the progress of All pupils, suggesting strong relative performance within EBacc subjects.

### GCSE Attainment

At both 4+ and 5+ English and Maths thresholds, disadvantaged pupils underperform compared to All pupils. The 2025 data shows improved 4+ outcomes for disadvantaged pupils, but the 5+ gap remains and slightly larger than in 2024, highlighting challenges in securing higher grades.

### Progress Disparities

Progress 8 data (2024) shows disadvantaged pupils making positive overall progress but well below that of All pupils. Progress in English and especially Maths is weak for disadvantaged pupils, contrasting with strong EBacc progress. This indicates that while disadvantaged pupils can make strong progress in some areas, inconsistencies across subjects continue.

<sup>16</sup> Data from Gov.uk Dec 2024

# EXECUTIVE SUMMARY

## Pupil Premium Strategy: Key Areas of Focus for 2025-26

- 1. Closing Attainment and Progress Gaps**
  - Targeted strategies to address gaps in GCSE attainment and progress between disadvantaged and non-disadvantaged pupils.
- 2. Access to Resources**
  - Collaboration with heads of department to ensure disadvantaged students have access to essential resources, materials, and books.
- 3. Enhanced Pastoral Care**
  - Pupil support coordinators to provide tailored pastoral care for disadvantaged students.
- 4. Literacy Development**
  - School-wide reading age assessments supported by investment in the Accelerated Reader programme through the library.
- 5. Numeracy and Literacy Intervention**
  - Implementation of targeted numeracy and literacy sessions every Friday afternoon.
- 6. Extracurricular Participation**
  - Senior leadership team to actively monitor and promote attendance and engagement of disadvantaged students in extracurricular activities (ECA).