

Spalding High School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

Before completing this template, you should read the guidance on [using pupil premium](#). Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Spalding High School
Number of pupils in school	970 (Y7-11 752)
Proportion (%) of pupil premium eligible pupils	10.1% (76 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	September 2021
Date on which it will be formally reviewed ¹	July 2022
Statement authorised by	Mr J Blackbourn (AHT)
Pupil Premium lead	Mr J Blackbourn (AHT)
Governor / Trustee lead	Mr Stephen Williams ²

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,985 ³
Recovery premium funding allocation this academic year	£9,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,855
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£73,840

¹ Updated each term to include details of any new initiatives / spending etc.

² Link Governor meeting held with Mr Blackbourn 24.2.22

³ Mar 2021-Mar 2022

Part A: Pupil premium strategy plan⁴

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. Some of the key aspects we focus on include:

- Removing the progress and attainment gap
- Lack of confidence and self-esteem
- Resilience in the classroom and also in social environments
- Low motivation
- Family support and transition

How we support disadvantaged pupils

- Pupil Premium, FSM 6, EAL, LAC, SEND and East Midlands groups are our IDENTIFIABLE GROUPS who are continually tracked. We will collectively use the term disadvantaged to encompass all of these groups when focusing on specific intervention strategies.
- Reports and presentations to the governing body about the progress of disadvantaged pupils are a regular feature of governors meetings
- High staff awareness of pastoral and academic issues
- Heads of Year work closely with their form tutor teams to support disadvantaged pupils
- Subject teacher tracking and monitoring
- Results are analysed and the findings are shared with all Heads of Department and subject teachers at every grade-point
- Data for these groups in every subject is provided to all staff on a regular basis
- PP updates on Inset Days and the above items ensure that Pupil Premium has a high profile at the School

⁴ You may want to include information on: What are your ultimate objectives for your disadvantaged pupils? How does your current pupil premium strategy plan work towards achieving those objectives? What are the key principles of your strategy plan?

Challenges

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

Challenge number	Detail of challenge
1	Family support and transition
2	Reducing attainment and progress gaps inc. numeracy
3	Confidence, motivation, self-esteem and aspiration
4	Attendance
5	Literacy at KS3 and 4

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Develop and promote family support and transition	School provides the minimum requirements conducive to learning and attendance. All pupils have uniform, resources (including IT devices where appropriate) and support with food throughout the day they need.
Reduce attainment and progress gaps from last 2 years in Year 11.	<p>Aim to reduce gaps in A8 and P8 to zero for Y11. To be reviewed at autumn and spring data points.</p> <p>E.g. TAG 2021: Disadvantaged A8 64.3 vs. 68.1 non disadvantaged Disadvantaged P8 0.52 vs. 0.73 non disadvantaged Disadvantaged Ave. GCSE grade 6.48 vs. 6.6 non disadvantaged</p> <p>All PP pupils at Key Stage 4 aim to achieve their target grade in GCSE Maths and at least a grade 4.</p> <p>Improve no. of PP students achieving 9-7 in English and Maths (31% vs. 40% non-PP)</p> <p>Improve no. of PP students achieving 9-4 in English and Maths (92% last summer)</p> <p>Reduce gap in average Maths P8 score (2021 gap - 0.4)</p> <p>Similar gaps seen in 2020 CAG.</p>
Increased confidence, motivation, self-esteem and aspiration	Our cohort is 71% white British and includes a high proportion of students who have no other family members who have been to university.

	<p>100% of PP students attend a meeting with the careers officer in Years 10 & 11.⁵</p> <p>NEET figures for PP are in line with, or lower than, national average.</p> <p>Evidence of improved effort grades for PP students in all years</p> <p>Maintain the high Ebacc entries (93% in Y11 2021 in line with school data)</p> <p>Disadvantaged students stay on for 6th form and apply to university, especially RG universities</p> <p>Careers – ongoing collaboration with Careers Lead to promote opportunities and aspirations</p> <p>Student voice shows that PP students feel supported and given good guidance across all year groups.</p>
Promote and maintain high attendance of all pupils	<p>PP and SEN students traditionally have lower attendance than the national average and are overrepresented in terms of persistent absence.</p> <p>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.</p> <p>Reduced gap from -2.87% for PP students v. non-PP</p>
Literacy at KS3 and 4	<p>All PP pupils at Key Stage 4 aim to achieve their target grade at GCSE English Language / Literature and at least a grade 4.</p> <p>Improve no. of PP students achieving 9-7 in English and Maths (31% vs. 40% non-PP)</p>

⁵ Ongoing liaison with Careers Lead. All Y11 pupils inc. PP to have 1:1 appointment with external careers adviser by Feb 2022, Year 10 by end of school year.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Librarian and library	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)	5
Using blended learning to support gaps caused by Covid 19 Lockdowns.	Digital technology can add up to +4 months progress (EEF, 2020)	2

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 structured interventions ⁶	EEF data re. extending school time, small group tuition, Individualised instruction within small groups (+2/+4 months)	2
Year 13 structured interventions	EEF data re. extending school time, small group tuition, Individualised instruction within small groups (+2/+4 months)	2
Year 9 1-2-1 online tutoring in English from Recovery Premium	EEF data re. extending school time, small group tuition, Individualised instruction within small groups (+2/+4 months)	5

⁶ Starting January 2021: Business, History, Drama, Art, RS

Books and revision guides provided to students as part of Year 11 strategy. ⁷	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	2, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer consistency through a whole school behaviour policy.	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance	2, 3
Work with external agencies including CAMHS, Kooth to support pupils and families.	Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021	1, 3, 4
Sixth Form Yoga to support Y12/13 ex. PP students	Focussed on mental health, coping strategies for stress and anxiety to promote well-being in and out of school	3
Participation in InvestIN courses	Provide PP students with immersive career experiences to maximise their potential	3
Provision of essential items such as uniform, revision guides.		1, 2, 3, 4
Access to specialist counselling and pastoral staff. Homework, behaviour and attendance monitoring and intervention.	Mental Health issues have been identified as a growing concern SHS PP students. Supporting students with their mental health will promote personal development and learning. Social and emotional learning +4 months (Sutton Trust/EEF).	2, 3, 4

Total budgeted cost: £62,690

⁷ All costs recorded and tracked against each PP pupil

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 2020 to 2021 academic year.

Year 11 GCSE Results from Teacher Assessed Grades (TAG)

Measure ⁸	FSM Ever 6	Total
Attainment 8	All	67.78 (Ave grade 6.78)
	No	68.11 (Ave grade 6.81) = GAP 0.38
	Yes	64.31 (Ave grade 6.43)
Progress 8	All	0.71
	No	0.73
	Yes	0.52

INTERNAL DATA ANALYSIS

Year 10 – Tracking from autumn data point to summer (end of year)

- Overall Attainment gap between PP and non-PP students reduced by 0.13
- Progress 8 gap maintained at 0.0 throughout the year
- 100% PP pupils achieving 4-9 in English and Maths

Library Reading Programme £2,772

Y10 English Revision Guides £300

Ave. projected grade for English Lang **increased** between start & end of year by 0.27 to 5.8

Ave. projected grade for English Lit **increased** between start & end of year by 0.26 to 5.73

MyMaths £500

Year 11 - Ave. projected grade (TAG) for Maths **increased** between start & end of year by 0.08 to 5.9

Year 9 Ave Grade

Uniform £397

⁸ Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
CAT4 Tests for Year 7 cohort	FFT & GL Assessment

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.