



## PUPIL PREMIUM STRATEGY STATEMENT 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	941 (Y7-11 750)
Proportion (%) of pupil premium eligible pupils	9.7% (73 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 to 2024-25
Date this statement was published	5 <sup>th</sup> November 2023
Date on which it will be formally reviewed <sup>2</sup>	19 <sup>th</sup> February 2024
Statement authorised by	Mr J Blackbourn (AHT)
Pupil Premium lead	Mr J Blackbourn (AHT)
Governor / Trustee lead	Mr Stephen Williams <sup>3</sup>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023-24	£70,385
Recovery premium funding allocation this academic year	£17,388
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,100 <sup>4</sup>
<b>Total budget for this academic 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	£113,873

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

<sup>2</sup> Updated each term to include details of any new initiatives / spending etc.

<sup>3</sup> Link Governor meetings held with Link Gov 24.2.22, 6.7.22, 17.1.23

<sup>4</sup> £7,536 PP, £9,545 Service, £9,029 LAC

## Part A: Pupil premium strategy plan<sup>5</sup>

### 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:

1. Removing the progress and attainment gap
2. Lack of confidence and self-esteem
3. Resilience in the classroom and also in social environments
4. Low motivation
5. Family support and transition<sup>6</sup>

### How we support disadvantaged pupils

1. Pupil Premium, FSM 6, EAL, LAC, SEND, pupils AROPA<sup>7</sup> 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.
2. Early intervention to support individuals
3. Reports and presentations to the governing body about the progress of disadvantaged pupils are a regular feature of governors meetings
4. High staff awareness of pastoral and academic issues
5. Heads of Year work closely with their form tutor teams to support disadvantaged pupils
6. Subject teacher tracking and monitoring
7. Results are analysed and the findings are shared with all Heads of Department and subject teachers at every grade-point
8. Data for these groups in every subject is provided to all staff on a regular basis
9. PP updates on Inset Days and the above items ensure that Pupil Premium has a high profile at the School
10. HAF8 vouchers and £100 extra government Household Support Funding sent to all PP eligible families ahead of Xmas holidays 2023

### Challenges

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 where they exist
3	Confidence, motivation, self-esteem and aspiration
4	Attendance
5	Literacy and Numeracy at KS3 and 4

<sup>5</sup> Our ultimate objectives for our disadvantaged pupils. How does our current pupil premium strategy plan work towards achieving those objectives? What are the key principles of our strategy plan?

<sup>6</sup> SHS subsidised coach transport for Y4 children attending our open days (£1,340 July 2023)

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

<sup>8</sup> The Holiday Activities and Food Programme (HAF) is a Government funded programme until March 2025 that provides all children aged 5 to 16 years in receipt of benefits related free school meals in Lincolnshire, access to free healthy meals and activities over the summer, Christmas and Easter holidays.

## 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.
Improved attainment and progress of disadvantaged pupils across the curriculum at the end of KS4. Students achieve in line with expectations with no pupil group VA significantly below average.  Meet SDP EBI 4 Target: Continuing to develop and embed middle leaders' monitoring, tracking and interventions for all students but in particular: identifiable groups / those at risk of persistent absence	MLT confident & competent in using tracking systems and data analysis. Broader knowledge of needs of identifiable groups & range of appropriate interventions and support strategies. Evidenced through HODs meetings, Gov, dept. & pastoral meetings, LM process, data points and exam results. Termly attendance checks and ELL visits.  Aim to reduce gaps in A8 and P8 to zero for Y11  Achieve 100% grade 4+ in Eng & Maths for all pupils  All PP pupils at KS4 to achieve estimated grade in GCSE Maths & English  <b>GCSE exams 2023: See Part B</b>
Maintain high Ebacc entries for all students, including disadvantaged pupils	Maintain / improve on 80% disadvantaged Ebacc entry summer 2023
Increased confidence, motivation, self-esteem and aspiration	Our cohort is 63% white British and includes a high proportion of students who have no other family members who have been to university.  100% of PP students attend a meeting with the careers officer in Years 10 & 11. <sup>9</sup>  NEET figures for PP are in line with, or lower than, national average. (Zero NEET in last 4 years)  Evidence of improved effort grades for PP students in all years  Maintain the high Ebacc entries (see attainment & progress above)  Disadvantaged students stay on for 6th form and apply to university, especially Russell Group universities  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  Student voice shows that PP students feel supported and given good guidance across all year groups.
Promote and maintain high attendance of all pupils including at online Parents' Evenings (see Appendix D) <sup>10</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.  Reduced gap from -2.87% for PP students v. non-PP

<sup>9</sup> Ongoing liaison with Careers Lead. All Y11 pupils inc. PP to have 1:1 appointment with external careers adviser by Feb 2023, Year 10 by end of school year.

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

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.
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## Activity in academic year 2023-24

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

### Teaching (CPD, recruitment and retention)

Budgeted cost: £1,400

Activity	Evidence that supports this approach <sup>11</sup>	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
To provide clear tracking of PP students within all curriculum areas and all year groups. For all teachers to become more proficient at identifying underachievement	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.  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	2,3,4,5

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 structured interventions <sup>12</sup>	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
Books and revision guides provided to	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	2, 5

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

<sup>12</sup> Designated staff member from Sept 2023 to coordinate Y11 support / interventions.

students as part of Year 11 strategy. <sup>13</sup>		
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### Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £79,226

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 Don't Lose Hope, 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
Participation in InvestIN courses <sup>14</sup>	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
Involvement in extra-curricular activities	Promoted by National College and supported by EEF data. SHS School Development Plan EBI 7 <sup>15</sup> . Promoting and further developing engagement in extra-curricular provision and interventions by all students but specifically identifiable and vulnerable groups.	3
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
Year 10 and 12 work experience <sup>16</sup>		3

**Total budgeted cost: £96,626**

<sup>13</sup> All costs recorded and tracked against each PP pupil

<sup>14</sup> See Appendix A

<sup>15</sup> SDP Personal Development EBI 7: Extra-Curricular Provision

<sup>16</sup> See Appendix B

## Part B: Review of outcomes in previous academic years

### Pupil premium strategy outcomes 2022-23

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### GCSE exams 2023:

Measure	FSM Ever 6	Details
Attainment 8	All	64.3 (Ave grade 6.3)
	Non-PP	
	PP	<b>64.8</b> (Ave grade <b>6.4</b> )
Progress 8	All	0.53
	Non-PP	
	PP	<b>0.45</b>
EBacc entries	All	87%
	Non-PP	
	PP	<b>80%</b>
5+ Eng & Maths	All	85%
	Non-PP	
	PP	<b>100%</b>
<ul style="list-style-type: none"> <li>• Achieve 100% grade 4+ in Eng &amp; Maths for all pupils <b>99%</b></li> <li>• Improve no. of PP 9-7 grades in Eng &amp; Maths (50%)</li> <li>• % of disadvantaged pupils achieving 5+ in Eng and Maths (<b>100%</b>)</li> </ul>		

#### SUMMARY

Criteria	All students	PP students	Notes
Progress 8 overall	0.53	0.45	Where 1.0 = 1 grade progress
Attainment 8 over.	64.25	64.80	GCSE points
P8 English element	0.18	0.57	Where 1.0 = 1 grade progress
A8 English element	12.74	13.60	GCSE points
P8 Maths element	0.08	0.15	Where 1.0 = 1 grade progress
A8 Maths element	12.04	11.40	GCSE points

## INTERNAL DATA ANALYSIS

Year 10 – Tracking from autumn data point (Nov 2022) to summer (July 2023) – 10 PP pupils

Headline Measure	FSM Ever 6	Total Summer	Y10 Autumn PG Total	Total (Diff)
Average Total Attainment 8	All	64.72	64.37	0.35
	Non PP	65.28	64.82	0.46
	PP	57.05	58.2	-1.15
	GAP	8.23	6.62	
Average Attainment 8 Grade	All	6.47	6.44	0.03
	Non PP	6.53	6.48	0.05
	PP	5.71	5.82	-0.12
	GAP	0.82	0.66	
Average Estimated A8	All	62.98	62.98	0
	Non PP	63.36	63.36	0
	PP	58.3	58.3	0
	GAP	5.06	5.06	
Average Total Progress 8	All	0.19	0.16	0.03
	Non PP	0.22	0.17	0.05
	PP	-0.13	-0.01	-0.12
	GAP	0.35	0.18	

Basics 9-4 Measure	FSM Ever 6	Total Y10 summer	Y10 autumn PG Total	Total (Diff)	%	Y10 Autumn PG %	% (Diff)
Students Achieving 9-4 in English and Maths	All	139	143	-4	95.2	97.9	-2.7
	Non PP	130	134	-4	95.6	98.5	-2.9
	PP	9	9	0	90	90	0
	GAP	121	125		5.6	8.5	
Students Achieving 9-4 in English	All	144	146	-2	98.6	100	-1.4
	Non PP	135	136	-1	99.3	100	-0.7
	PP	9	10	-1	90	100	-10
	GAP	126	126		9.3	0	
Students Achieving 9-4 in Maths	All	140	143	-3	95.9	97.9	-2
	Non PP	131	134	-3	96.3	98.5	-2.2
	PP	9	9	0	90	90	0
	GAP	122	125		6.3	8.5	

## 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
Accelerated Reader	Library: Reading age assessments

## 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?	

## Appendix A - InvestIn Courses<sup>17</sup> 2022-23

Year	No. of students	Course
10	1	Dentistry Programme
9/10	2	Veterinary Medicine Weekend
10	2	Young Artist Weekend
12	4	Young Lawyer Programme
12	1	Young Psychologist
13	1	Young Journalist Programme
13	1	Young Writer Weekend

*'I travelled down to UCL for a law experience day with Investin. It was incredible; we had top-industry lawyers talking us through the day with each topic. The day started with a criminal law case where we had a murder case, we as the jury, prosecutors and defence had to bring to a close. Next, we looked into Commercial Law and the business side, which was incredibly informative. Finally, we moved onto the human rights section, where we had a deportation case we sent to trial. We then had both a Solicitor and a Barrister talk to us about the different sides to both careers and possibilities both could bring. Overall, it was an incredible insight into the Law world and gave us all a lot of knowledge on all aspects of careers.'*

*"...has motivated me to pursue this career...very positive experience..."*

*"...very glad I took part...learnt lots about teamworking...very positive experience..."*

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<sup>17</sup> <https://investin.org/>



## Appendix B – Year 10 Work Experience Feedback 2023

Placement	Employer's Comments	Performance / 10
<b>Nursery</b>	Was very good at following instructions and interacting with the children	8
<b>Kindergarten</b>	ABC was happy and confident to get stuck in with all activities. She built good relationships with the children, showed initiative and followed instructions. She was a pleasure to have	10
<b>Childcare</b>	ABC was great with the children whilst on placement with us, we're aware she wished to join the armed forces but she also showed a definite flare for our sector. ABC was very polite and punctual and well presented, a pleasure to have on placement	10
<b>Primary School</b>	Punctual, polite and friendly at all times. Supported children in transition of going to SHS in Sept. Shown great team effort and worked on her own within the class. Hasn't let behaviour affect her, e.g. has stayed calm and patient with shouting out.	10
<b>Pharmacy</b>	ABC is very friendly and keen to learn all about Pharmacy. She met each job with enthusiasm and executed them to a high standard. I am sure, with such a great attitude, ABC will go far.	10
<b>Primary School</b>	ABC was very punctual and had a good relationship with the children. Once we knew more about ABC it was easier to accommodate her needs and help her feel more settled in. She did struggle with her communication, initiative and self-confidence, but I wouldn't mark it as poor so have left it as blank	6

## Appendix C – Archive data

Detail	Mar 2021 – Mar 2022	Mar 2022 – Mar 2023	Mar 2023 – Mar 2024	Mar 2024 – Mar 2025
Pupil premium funding allocation this academic year	£63,985			
Recovery premium funding allocation this academic year	£9,715			
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,855			
<b>Total budget for this academic year</b>	£73,840		£72,731	

## Appendix D – Parents Evening Data 2022-23

Year	Cohort	Attendance %	PP in cohort	PP attendance	EAL in cohort	EAL attendance	SEND in cohort	SEND attendance
<b>7</b>	151	88%	17	13	26	20	15	15
<b>8</b>	149	83%	26	15	26	21	26	24
<b>9</b>	149	90%	16	13	26	23	17	17
<b>10</b>	149	85%	11	8	22	18	22	14
<b>11</b>	145	80%	4	4	30	29	16	12
<b>12</b>	101	83%	10	8	15	12	21	18
<b>13</b>	119	84%	10	5	11	7	22	15