



# Spalding Grammar School

## Pupil Premium Strategy 2024-2025

This document 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 impact of last year's strategy.

### School Overview:

Detail	Data
School name	Spalding Grammar School
Number of pupils in school	754 (Y7-11) 1025 (Y7-13)
Proportion (%) of pupil premium eligible pupils	7.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Pupil Premium Lead	Emma Davison (Assistant Headteacher)
Governor Lead	Alexander Murray (Governor: Pupil Premium Strategy).

### Funding Overview:

Detail	Amount
Pupil premium funding allocation this academic year	£81,700
Recovery premium funding allocation	0
Pupil premium funding carried forward from previous years (enter £0) if not applicable.	0
<b>Total budget for this academic year</b>	<b>£81,700</b>

## Part A: Pupil premium strategy plan

### Statement of intent:

Spalding Grammar School's strategy is designed to enhance the progress made in narrowing the gap for socially disadvantaged students. This encompasses academic, personal development and employability skills by providing the best possible education, through access to a broad and balanced curriculum, alongside wrap around care and enrichment opportunities.

Challenges	Detail of challenges
1	Closing the progress and attainment gap. <b>Data:</b> Y11 2024/25: Disadvantaged A8 5.7, Non-disadvantaged A8 5.8 (Attainment 8 used as there is no Progress 8 measure for 2024/25)
2	Widening student participation in enrichment and extra-curricular activities.
3	Increasing disadvantaged student attendance in line with non-disadvantaged. <b>Data:</b> Academic Year 2024-2025 Non-disadvantaged 95.27%, Disadvantaged 93.78%.
4	Raising aspirations of students from a disadvantaged background.
5	Developing literacy, as a continued follow on from remote learning and partial school closures due to Covid-19.

### 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
Above average Attainment 8 for disadvantaged students	SGS students achieve above national average and local authority average for attainment, for disadvantaged students. Disadvantaged students to achieve in line with non-disadvantaged peers at Spalding Grammar School.
Attendance of disadvantaged students remains above national levels.	Improve disadvantaged students' attendance, to be closer in line with non-disadvantaged cohort and reduce persistent absence. Aiming for disadvantaged students to achieve 95% attendance by the end of this academic year.
Wider engagement in extra-curricular and enrichment activities for disadvantaged students to reduce social disadvantages.	All 76 disadvantaged students engage in extra-curricular and enrichment activities, as evidenced through EvolveClubs, provision tracking.

## Activity in this academic year

This details how we intend to spend out pupil premium funding **this academic year (2025-26)**, to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention).

Budgeted cost: £4000

Activity	Evidence that supports this approach	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. This is a continuation of last year's strategy, as staff are now in year three of this programme, funded by PP budget.	EEF – High-quality teaching report.  <a href="https://www.educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk).</a>	1, 4, 5.
Teacher, tutor and HoY CPD on best practice reading models – 'teacher modelled reading'. This methodology has been proven to develop greater reading fluency and will be implemented through activities across year groups, within form time. Form time reading programs will be adapted to utilise 'modelled reading' to improve fluency.	EEF – Reading comprehension strategies.  <a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF</a>  EEF – Improving Literacy in secondary schools  <a href="https://www.educationendowmentfoundation.org.uk">EEF KS3 KS4 LITERACY GUIDANCE.pdf</a>	1, 4, 5
Continuation of a 'Literacy across the curriculum' leader, to drive literacy, maintain	EEF – High-quality teaching report.  <a href="https://www.educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk).</a>	1, 4, 5.

the Lexia system (or an alternative system) and share best practice across subjects.		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions).

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lexia Reading Intervention is funded for all disadvantaged students. Students will undertake a baseline assessment and then work through the program as appropriate, with interventions from literacy trained staff.</p> <p>This will work alongside our Whole School Literacy Strategy.</p>	<p>OFSTED (2022): 'Now the whole school is reading': supporting struggling readers in secondary school.</p> <p><a href="#">'Now the whole school is reading': supporting struggling readers in secondary school - GOV.UK (www.gov.uk)</a></p> <p>EEF Teacher toolkit: 'Reading comprehension strategies'</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4, 5.
<p>Modelled reading strategy to be implemented within tutor time reading programme, following best practice recommendations and using 'TheDay' to facilitate.</p>	<p>EEF Teacher toolkit: 'Small group tuition'</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Literacy focus group interventions for those requiring additional support. These will be led by members of the Additional Needs team to develop literacy confidence, as well as English teaching staff.</p>		

Pupil premium students will be focused on as a priority in these sessions.		
Revision guides purchased for all disadvantaged students at GCSE level and above.	The provision of revision guides is fundamental in ensuring Y11 students are prepared for their trial exams and starting revision well in advance of the summer exam series.	1, 4, 5.
Targeted intervention for identified disadvantaged students in the lead up to the summer exam series, to include Easter Booster Sessions run in the school holidays.	EEF Teacher toolkit: 'Small group tuition' <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 5.
Essential curriculum trips funded for all disadvantaged students.	The ability to attend an essential curriculum trip is fundamental in ensuring all disadvantaged students have access to the full depth of the curriculum offer in the school.	1, 4.

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one interventions with Pastoral Support Officers (including behavioural support and bespoke interventions, such as anger management, or developing self-confidence). CPD training for pastoral staff to support above interventions.	EEF 'Improving behaviour in schools' report. Chapter 5: 'Use targeted approaches to meet the needs of individuals in your school (page 30). <a href="https://www.educationendowmentfoundation.org.uk">Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a>	1, 2, 3, 4.
Attendance Officer support to track disadvantaged attendance, with	House of Commons Education Committee – Persistent absence and support for disadvantaged pupils.	2, 3.

<p>particular focus on those with attendance between 80-90%. Telephone calls home to take place as a priority for disadvantaged students if absent.</p>	<p><a href="#">Persistent absence and support for disadvantaged pupils (parliament.uk)</a></p>	
<p>Dedicated careers information and guidance from a qualified Careers Advisor, with disadvantaged students. GCSE students to be prioritised initially.</p>	<p>Effective Careers Interventions for Disadvantaged Young People (The Careers &amp; Enterprise Company, 2021). <a href="#">bit67-cec-report_v3.pdf</a> <a href="#">(careersandenterprise.co.uk)</a></p>	<p>2, 4.</p>
<p>Half-termly, robust quality assurance of classroom practice, with focus on adaptive teaching approaches, including disadvantaged students and SEND.</p> <p>In addition, continued focus on disadvantaged outcomes as part of data reviews for Heads of Subject and Heads of Year, to target appropriate support where required.</p> <p>PP support will form part of HoS discussions during department meetings, following data collection points to target necessary support.</p>	<p>‘Menu of approaches’: evidence brief and supporting resources (EEF, 2021). <a href="#">Pupil-Premium-resource-evidence-brief.pdf</a> <a href="#">(d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1, 5.</p>
<p>Funding of schooling equipment, musical instrument lessons and uniform (at request).</p>	<p>Persistent absence, or breaks from schooling have shown to be caused due to financial grounds, thus, funding has been set aside to support those in need.</p> <p><a href="#">Persistent absence and support for disadvantaged pupils (parliament.uk)</a></p>	<p>1, 2, 3.</p>
<p>EvolveClubs subscription, to allow greater tracking of engagement across key marginal groups, including disadvantaged</p>		<p>2, 3.</p>

students. This was embedded last academic year and through this we can strive for greater inclusivity of disadvantaged students.	Student Engagement at School: A sense of belonging and participation (OECD 2003). <a href="https://www.oecd.org/education/engagement.indb">engagement.indb (oecd.org)</a>	
Funding allocation to reduce social disadvantage, through encouraging greater participation in extra-curricular and enrichment opportunities, such as visits for disadvantaged students.		2, 3, 4.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2023-2024), drawing on national assessment data and our own internal summative and formative assessments.

The challenges, outcomes and evaluations are detailed below:

Challenges	Detail of challenges and outcomes:
1	<p><b>Closing the progress and attainment gap:</b></p> <p><b>Data:</b> Y11 2025: Disadvantaged A8 5.7      Non-disadvantaged A8 5.8</p> <p>We have been unable to consider progress 8 for the 2024/25 cohort as this group has no prior attainment data from KS2 due to COVID. It is pleasing to see that our disadvantaged cohort P8 performed almost in line with their non-disadvantaged peers, showing an attainment gap of -0.1. This shows that progress has been made with the interventions and support put in place as a result of the pupil premium funding to minimise any potential gap. Nationally, PP students attained an A8 score of 4.7 showing that our students continue to perform well above the national average. There is still work to do in raising their attainment in English where PP students perform in line with the national average for A8 (5.0). Non-disadvantaged students performed above the national average with an A8 of 5.4.</p>
2	<p><b>Widening student participation in enrichment and extra-curricular activities:</b></p>

	<p><b>Data:</b> Academic Year 2024-2025 Half terms 1&amp;2 engagement involved 51 students (39.2% of PP students). Year 2025-2026 Half terms 1&amp;2 engagement is currently at 91 students (44% of PP students).</p> <p>EvolveClubs is now embedded at Spalding Grammar School There has been a continued emphasis on promotion of extra-curricular and enrichment provision and funding was set aside for those who would not have been able to engage in trips and activities without this funding. We will continue to drive for greater inclusion of disadvantaged students and marginal groups this academic year. There is a significant increase in the engagement of the beginning of last year compared to the beginning of last year (40 additional students and almost 5% increase). This is pleasing and we will continue to monitor the effectiveness of the greater emphasis on extra-curricular enrichment provision as the year progresses.</p>
3	<p><b>Increasing disadvantaged student attendance to bring closer in line with non-disadvantaged:</b></p> <p><b>Data:</b> Academic Year 2024-2025 Non-disadvantaged 95.27%, Disadvantaged 93.78%.</p> <p>There is still further work to do with attendance overall and more so with our disadvantaged cohort but there has been an improvement in attendance overall, including for PP students. The non-disadvantaged cohort attendance of 95.27% was not quite matched by disadvantaged students but the gap has narrowed from 2.5% last year to 1.5% this year. Emphasis will continue to be placed on supporting PP attendance in the academic year 2024-2025.</p>
4	<p><b>Raising aspirations of students from a disadvantaged background:</b></p> <p>In academic year 2024-2025, several events took place in school with a view to supporting the raising of aspirations for our students. The careers team continue to arrange regular visits from speakers from a variety of careers and further/higher education providers. This has included visits from companies offering apprenticeships and the armed services. The school also held a careers fair (now an annual event) which was attended by all year groups in the school and where a wide range of careers and educational pathways were represented. All students also have access to careers guidance provided by our careers guidance counsellor (HH) and we continue to organise work experience for all students in Year 10 (and 12 for those students who stay on to our Sixth Form).</p>

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**Developing literacy, as a follow on from remote learning and partial school closures due to Covid-19.**

Literacy continues to be a big focus in our school development plan. Students were put through a Lexia baseline assessment to determine literacy abilities and interventions targeted to those who were below expected in the three strands. Due to specialist staff leaving, the interventions were reduced but this will be continued this year.

Alternative systems to Lexia are being considered and target intervention will soon be put in place, prioritising disadvantaged students first to support in narrowing the attainment gap.