

## Pupil premium PLAN LIVE – Sponne School

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	1410
Proportion (%) of pupil premium eligible pupils	12.6
Academic year/years that our current pupil premium strategy plan covers	2025-6
Date this statement was published	December 2025
Date on which it will be reviewed	Feb 2026
Statement authorised by	Graham Forbes
Pupil premium lead	Kelly Notley
LAC & PLAC lead	Rebecca Chapman
Governor / Trustee lead	Peter Light

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,771

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£129771

## Part A: Pupil premium strategy plan

### Statement of intent

Our Pupil Premium plan for the next three years exists alongside our whole school development plan. Its intention is to ensure that we are closing the gap between students deemed disadvantaged, irrespective of their background or the challenges they face, make good progress and achieve across the curriculum. We recognise that in our setting there is no such thing as a typical disadvantaged child.

Guided by our ethos of Dream, Believe, Achieve, we strive to inspire excellence and provide our students with a wide range of opportunities to become the best version of themselves and to believe in their potential futures. In line with our RESPECT agenda we believe the quality of personal relationships at all levels is central to ensuring a safe, happy, caring and inclusive environment.

Our PP cohort varies from year to year; overall 12.6% of students in Y7-11 are eligible for the pupil premium funding (below national average). Our largest PP cohort in Y7-11 is in Year 9, where 41 students are eligible for PP funding.

Our key principles:

- At the heart of what we offer is high quality teaching. We recognise that it is the quality of the education that students receive that can help to mitigate disadvantage and are committed to providing students with a challenging, broad and balanced curriculum that sees them flourish. Our core teaching and learning priorities ensure that students are challenged and engaged based on evidence informed teaching and learning strategies. Our ongoing professional development of staff supports the achievement of our students.
- Targeted intervention and support are a key part of the work we do. We use a consistent approach in identifying and assessing barriers to identify the challenges faced by disadvantaged students, there is a continuous cycle of planning, action and reviewing to ensure we reduce any barriers to learning.

- Closely monitor barriers such as attendance and behaviour to reduce gaps. Recent changes to the school day ensure that students can access quality pastoral care through the use of pastoral Year rooms - each with a dedicated member of staff who knows the students in their year group well and who has good relationships with parents and carers. The introduction of our RESPECT agenda means all students and staff have high expectations around behaviour and we aim to build a culture of belonging where every student feels like an important part of our school community.
- We use a comprehensive network of key colleagues to address academic and pastoral areas for support and understand our students as individuals, these meet regularly to review support in place and liaise with external agencies if greater support is needed. We support our students through a high-quality pastoral system, building strong relationships that form the starting point for further support if required, for social and emotional issues, behaviour, and wellbeing. Where students have additional learning needs, our SEND team provides high levels of support for students and teachers to ensure accessibility and progress.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Progress</b> The progress of our pupil premium students is not in line with their non-pupil premium peers. While some individuals make strong progress, overall some attainment gaps remain evident. Addressing this requires a more consistent use of evidence based teaching and learning methods and a sharper focus on feedback.
2	<b>Attendance</b> The attendance of some of our pupil premium students is below our school target of 96%. Some of our pupil premium students are persistently absent. This is a complex challenge which often requires an individual approach in supporting the students and their families. A thorough system of tracking and a consistent, graduated approach is key to this improvement.
3	<b>Behaviour</b>

	Some of our pupil premium students have significantly lower levels of self-regulation. Where standards of behaviour do not meet expectations, this can have a detrimental impact on a student's academic progress. We know through student voice, well being surveys and behaviour data that self-esteem and self-regulation have been and continue to be issues affecting our students. Some of our pupil premium students have significant safeguarding issues. Students receive more positive points through our sparks system where we recognise hard work and effort; however, they also receive more negative points compared to their non-PP peers. This indicates a greater level of disengagement with school than for other students, which can impact on motivation, and lead to lower levels of progress and achievement.
4	Many of our pupil premium students lack social capital and cultural capital as a result of low family income - impacting students both externally and internally. Some of our pupil premium students have low aspirations about their future, careers and next steps. From our observations this can impact on their motivation to learn.

### 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
Improve progress of PP students in line with their non-pp peers.	<p>Reduce the progress gap between PP and non-PP students. PP students meet or exceed minimum expected grades based on their starting points.</p> <p>Lesson observations and learning walks show staff consistently deliver high quality adaptive teaching that meets the needs of PP students. PP students are routinely priorities for feedback, checking understanding and stretch/challenge.</p> <p>Achieve progress for PP students at or above expected levels.</p> <p>Ensure PP students identified for underperformance engage in targeted interventions from designated staff in core subjects - FPC support as well as pastoral or attendance related intervention..</p>

	<p>Show measurable improvement for students involved in interventions through careful monitoring.</p>
<p><i>Improve attendance outcomes for our disadvantaged Students</i></p>	<p>See an increase in the average attendance % of disadvantaged students compared to the previous academic year as well as improve punctuality to school demonstrated through attendance data.</p> <p>PP Persistently absent for Year 22-23 37.11%  PP Persistently absent for Year 23-24 39.6%  PP Persistently absent for Year 24-25 25.7%</p> <p>Ensure improved attendance monitoring and follow up is implemented in line with our whole school focus on attendance to allow early intervention where attendance is falling.</p> <p>Decrease the percentage of disadvantaged students classified as severely absent.</p>
<p><i>Ensure students are supported to manage their behaviour and seek support with wellbeing or mental health.</i></p>	<p>Staff identify signs of behaviour, wellbeing or mental health concerns early and follow agreed referral routes.</p> <p>Students with emerging needs are flagged promptly to pastoral, safeguarding and SEND teams for follow up.</p> <p>Students are able to articulate where and how they can get help. Drop in sessions via the Year Rooms are well used and accessible.</p> <p>Current gap in internal and external isolations and suspensions reduces by working with internal and external support agencies including the reduction of repeated incidents, fewer higher level consequences and improved behaviour over time for targeted students.</p> <p>Effective management and de-escalation of significant behaviour concerns.</p>

<i>PP students are given opportunities to extend their social and cultural capital.</i>	<p>PP students have equal or prioritised access to cultural and social enrichment activities.</p> <p>PP students are offered a broad and balanced range of activities including cultural visits, careers events, guest speakers and enrichment clubs.</p> <p>Financial or logistical barriers are removed or reduced with trips for curriculum related trips and access to enrichment.</p>
<i>PP students are given support in accessing the next steps of their academic careers.</i>	<p>PP students receive timely, personalised careers and academic guidance including post 16 and post 18 options.</p> <p>All PP students have access to high quality careers education including 1:1 guidance sessions. Reduction in students at risk of NEET.</p>

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

Budgeted cost: £0 - school funded

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>High quality teaching</i>	<p>The DfE and EEF's guidance suggests that focussing a greater proportion of activities in this area could lead to greater gains for disadvantaged students in school. The EEF's Tiered Approach guidance states, 'Many strategies will overlap categories, and the balance between categories will vary throughout the school year as priorities change.' (EEF, 2021).</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. EEF</p>	2, 1
<i>Staff CPD</i>	Education Policy Institute 2020 report (evidence review) on Supply and Quality of Teachers concluded that the impact of high quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years experience. High quality CPD improves teacher retention, particularly for ECT's.	1, 2

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

Budgeted cost: £118271

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>School led Targeted support 1:1 and small group intervention from the Faculty Progress Coordinators in core subjects of Maths, English and Science</i>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition   EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	1,2,3

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

Budgeted cost: £ 11500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding good practice set out in DfE's guidance on <a href="#">working together to improve school attendance</a> .	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2

**Total budgeted cost: £129771**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

At GCSE level, the progress of our Year 11 disadvantaged students improved significantly compared with the previous year, evidencing the effective impact of the strategies implemented particularly the impact of high quality teaching. Rigorous tracking and monitoring by key members of staff enable the early identification of emerging patterns, facilitating timely and targeted interventions delivered by the most appropriate personnel. PP attainment data shows a score of 4.3 compared to the previous year of 3.4. We recognise that there is still more to do and in line with our whole school focus on Teaching & Learning we want to build on this again.

Last year's PP attendance was 90.2%, with our FSM students at 89.8%. We are keen to continue this positive trend and recognise how crucial good attendance is both on outcomes and students' sense of belonging in attending school. Disadvantaged students' attendance also improved as a result of a cohort policy linked to the Year 11 prom. This had a positive impact on both the attendance and punctuality of this cohort. 58% of the DS cohort improved their attendance compared to the year before, 50% of PP students had 96% or above attendance to English, 50% of students had 96% or above attendance to Maths, 30% of PP students had 96% or above attendance to Science.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

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