

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ringwood School Academy
Number of pupils in school	1636
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Student Welfare Governing Committee
Pupil premium lead	Mr Tim Broadhouse
Governor / Trustee lead	Hayley Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£250,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Ringwood School, is that irrespective of background, all of our students receive a high-quality education that is broad and balanced and enables them to make good progress and achieve and sustain positive outcomes.

At the heart of our approach is high-quality teaching that focuses on areas that disadvantaged students require the most, and responds to individual need. Evidence supports that this has the biggest impact on closing the disadvantaged attainment gap, while at the same time benefits our non-disadvantaged students.

Our Pupil Premium strategy focuses on supporting students in overcoming barriers and challenges to their learning through targeted evidence-based intervention both academically (with particular focus on literacy), and socially and emotionally. Our strategy will be rooted in robust diagnostic assessment, observations and student voice and not driven by assumptions. This ensures that we spend funding on impactful interventions.

We are aware of the context of our school, a small market town with very little culturally (e.g. no cinemas, theatres, large businesses) and therefore aim to build our students' cultural capital through the curriculum and wider opportunities. Those opportunities have been enhanced by the construction of our new school hall, 'The Barn', which doubles as a cinema and entertainment venue allowing the people of Ringwood to enhance their cultural capital. We will also ensure that disadvantaged students are supported with the knowledge and understanding to make informed decisions about steps that will impact on their future pathways e.g. 1:1 options guidance, 1:1 career guidance, high-quality work experience, further and higher education guidance and application support.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our observations in March 2024 from a PP review, showed that more consistency was needed across the curriculum when understanding and meeting the needs of disadvantaged students in lessons through high-quality teaching. While this has been addressed and substantial progress made as reflected in our Peer Review (Sept '24), needs are ever changing, particularly in light of the pandemic and therefore it is imperative this remains an integral part to the plan.</p>
2	<p>Assessments, observations and discussions with KS3 students indicate that disadvantaged students generally have lower reading comprehension than their peers, which impacts on their progress across the curriculum.</p> <p>Assessments, on entry to year 7 from September 2021-2024 show that disadvantaged students have standardised scores for reading 12.1% lower than their non-disadvantaged peers.</p> <p>Assessments in September 2024 for years 7-11 showed that the standardised scores for reading of disadvantaged students are between 6-12% lower than their non-disadvantaged peers.</p>
3	<p>Our observations and outcomes from a PP review in March 2024 suggested that many disadvantaged students (particularly lower attaining students) lack the metacognitive and self-regulation strategies when needing to apply them to challenging tasks.</p>
4	<p>Assessments on entry to year 7 in the last 3 years indicate that our disadvantaged students, on average, have a standardised score 7-8% lower than their non-disadvantaged peers in numeracy.</p> <p>In the last 2 years (2023/24, 2024/25), the year 7 disadvantaged cohort arrived with numeracy levels 8-9% lower than age-related expectations in comparison to their non-disadvantaged peers who have arrived within 1% of age-related expectations.</p> <p>The recent data of the last two years could be attributed to the suggestion that the partial school closures impacted to a greater extent on our disadvantaged students. Both literacy and numeracy data on entry to Year 7 have shown a significant gap between our disadvantaged students and our non-disadvantaged.</p>
5	<p>School closure saw us as a school move to Microsoft Teams. This highlighted the number of disadvantaged students who did not have adequate access to IT.</p> <p>We have embraced the use of Microsoft Teams as our means for setting home learning. Therefore, lack of IT access at home would negatively impact on our disadvantaged students' ability to join lessons and complete school work while self-isolating and complete their live lessons.</p>
6	<p>Our assessments, observations and conversations with students and their families have identified an increase in social and emotional mental health difficulties for our students such as anxiety and low self-esteem. In our well-being survey completed on the return to school in March 2021, 11% of students asked for additional support with the biggest concerns being anxiety (35.1%) and schoolwork (24.6%) or other (26.3%) where students gave their own details which were mostly a combination of both anxiety and schoolwork.</p> <p>During a recent student survey, students value their happiness as the top priority of importance, which is reported to be in line with the criteria of students of similar schools.</p>

7	<p>Our assessments, observations and discussions with students and their families suggest that the education and well-being of many of our disadvantaged students have been impacted by the effects of Covid to a greater extent than for other students. These findings are supported by a number of national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations.</p>
8	<p>Following a Challenge Partners review, it was suggested that in order to improve the quality of provision and outcomes for disadvantaged students, we track attendance by different groups of students in club and other extracurricular activities more forensically so we can monitor and evaluate participation, determine any possible barriers and remove these to enhance the school experience and well-being for disadvantaged students.</p> <p>Based on our experience, extracurricular activities and involvement in wider areas of the school develop a sense of identity and belonging. They also build social skills and impact positively on social and emotional mental health. With the pandemic, such activities have been paused and the detrimental impact on behaviour and well-being has been evident. With these types of activities beginning again, our aim is to track attendance and participation and identify any barriers to students' participation, including those who are disadvantaged, so we can put measures in place to overcome these and enhance their school experience.</p>
9	<p>Our attendance data for years 2021 -2024 indicates that attendance among disadvantaged students has been between 5-7% lower than for non-disadvantaged students and below our school target of 95%. Students who are disadvantaged are overrepresented in those students who were 'persistently absent' during this period.</p> <p>Our assessments, observations and the March 2024 PP review indicate that absenteeism is negatively impacting the progress of disadvantaged students. While we have measures in place to maintain overall good attendance, this remains an integral part of the PP strategy, particularly with the impact of the pandemic.</p>

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
<p>Improved attainment among disadvantaged students across the curriculum at the end of KS4; including high ability disadvantaged students.</p>	<p>Disadvantaged students make informed decisions about their subject choices at KS4 securing a broad and balanced curriculum.</p> <p>2026/27 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> - In line with their non-disadvantaged peers - In line with or above their expected levels of progress <p>In line with their peers nationally</p>
<p>Improved reading comprehension among disadvantaged students across KS3</p>	<p>Reading comprehension assessments demonstrate improved comprehension skills among disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>

Improved numeracy among disadvantaged students across KS3	Assessments demonstrate improved numeracy skills among disadvantaged students. Teachers should also have recognised this improvement through engagement in lessons and through book scrutiny.
Improved teaching and learning that meets the needs of the individual pupil, including those who are disadvantaged.	Improved systems for information sharing on students' needs. Improved understanding of needs and the use of enabling strategies to meet these needs in the classroom and dedicated to review impact of these strategies. Classroom observations, book scrutiny and progress data suggest that the needs of disadvantaged students are mostly met through high-quality teaching. Additional interventions are put in place where need identified.
Improved metacognitive and self-regulatory skills, among all students including those who are disadvantaged students across all subjects	Class observations suggest that disadvantaged students are more able to monitor and evaluate their own learning and self-regulate their response to challenge. Teachers should also have recognised this improvement through engagement in lessons and reflection time. This finding is supported in the behaviour reports and home learning completion.
To achieve and sustain improved well-being for all students, including those who are disadvantaged	Sustained high levels of wellbeing from 2026/27 demonstrated by: - Qualitative data from student voice, student and parent surveys and teacher observations High levels of participation in enrichment and extracurricular activities, particularly among disadvantaged students.
To achieve and sustain improved attendance for all students, including those who are disadvantaged	Sustained high attendance from 2026/27 demonstrated by: - The overall attendance rate of all students being no lower than 95%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being no greater than 2% The percentage of all students who are persistently absent is in line with national figures and absence among disadvantaged students is proportional.

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: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments; particularly for reading.	Standardised tests can provide reliable insights into the specific strengths and weakness of a pupil to help ensure they receive the correct additional support through high-quality teaching and/or interventions.	1,2,4
Embedding metacognitive and self-regulation skills in all students. Ongoing whole staff training and support.	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent in their learning, particularly those who are disadvantaged. There is particularly strong evidence to suggest that this has a positive impact on maths attainment. Metacognition and self-regulation: EEF	3
Improving literacy in line with recommendations in the EEF guidance report: Improving Literacy in Secondary Schools Embedding the Literacy strand of the SIP	Drawing upon the 7 recommendations from the Improving Literacy in Secondary Schools EEF Guidance Report . acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject across the curriculum.	1, 2,
Developing attachment and trauma awareness among teaching staff. Take part in Hampshire Attachment and Trauma Aware Schools (SLT, DST, Inclusion Support Lead) to continue to train whole staff.	https://youthendowmentfund.org.uk/toolkit/trauma-informed-training-and-service-redesign/	1, 6, 7

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

Budgeted cost: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Closing the gap with high-quality evidence-based literacy interventions for struggling students: adapted curriculum, literacy specialist teacher, small group/1:1 interventions, professional development, purchase of programmes such as Lexonik and training.</p>	<p>Reading comprehension strategies can have a positive impact on students' progress across the curriculum as they increase their ability to understand a text. We can maximise the progress by using evidence based interventions e.g. paired reading (Keith Topping) , Precision teaching, Lexonik those outlined in Greg Brooks 'What works for children and young people with literacy difficulties' (2006), EEF 'Promising Projects' and Reading comprehension strategies- Toolkit Strand EEF,. Impact is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies- Toolkit Strand EEF,.</p>	<p>1,2,</p>
<p>Engaging with school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of those who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Retaining catch-up literacy and numeracy support teachers to support those who have been most impacted by the pandemic and are at risk of not achieving a Grade 4.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4, 5, 6, 7</p>

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

Budgeted cost: £127,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment of Pupil Premium Pastoral Lead and ongoing training for intervention for specific students who require support with regulating their behaviour and emotions.</p> <p>Training and upskilling of pastoral team to support students' SEMH needs, including those who are disadvantaged.</p> <p>Supervision by our educational psychologist for these staff members.</p>	<p>'Mental health difficulties during adolescence can have lifelong effects, impacting on a range of adult outcomes including employment, the ability to establish and maintain healthy relationships, and general health and wellbeing.'</p> <p>EIF's report on adolescent mental health found that universal social and emotional learning (SEL) interventions have good evidence of enhancing young people's social and emotional skills and reducing symptoms of depression and anxiety in the short term.</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p> <p>The basis of the ELSA programme also recognises that children learn better and are happier at school if their emotional needs are met.</p> <p>https://www.hants.gov.uk/educationandlearning/educationalpsychology/training/elsa</p> <p>The EIF's report on adolescent mental health found there is 'good evidence that universal and targeted cognitive behavioural therapy (CBT) interventions are effective in reducing internalising symptoms in young people.' And therefore, we plan to adopt a cognitive behavioural therapy (CBT) intervention for specific students who require support with regulating and emotions.</p>	6, 7
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Attendance officer to monitor and improve attendance.</p> <p>Training and time to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6, 7, 8,9
<p>Promoting good attendance and embedding procedures and support to help those students</p>	<p>Since the pandemic, disadvantaged children have struggled disproportionately in terms of getting back to pre-Covid attendance levels. Our own data shows that disadvantaged children have attendance figures over 6% below their non-disadvantaged peers.</p>	6,7,8,9

struggling to hit 95% attendance		
Track data on attendance and participation in extracurricular activities and wider school activities. Encourage participation in DofE and school trips where possible.	Based on our experience, extracurricular activities and involvement in wider areas of the school develop a sense of identity and belonging. They also build social skills and impact positively on social and emotional mental health. With the pandemic, such activities have been paused and the detrimental impact on behaviour and well-being has been evident. With these types of activities beginning again, our aim is to track attendance and participation and identify any barriers to students' participation, including those who are disadvantaged, so we can put measures in place to overcome these and enhance their school experience. This will include subsidising disadvantaged students to participate in DofE and other trips, widening participation and improving social interaction and mental health.	9
Contingency fund for acute issues	Based on our experiences having funding set aside for responding quickly to needs that have not yet been identified.	9

Total budgeted cost: £250,000

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged students during the 2023/24 academic year using key stage 4 performance data and our own internal assessments.

For 2024, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) for our disadvantaged students was -0.42. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 42.6. See [DfE guidance](#) for more information about KS4 performance measures.

Both these measures show a significant improvement on our 2023 data, with our Progress 8 score improving by nearly a quarter of a grade (+0.23) and our Attainment 8 score over 5 points higher.

Comparing our results to national figures helps gauge the performance of our disadvantaged students with groups of similar students. Comparing DfE data for 2024 shows that the national Attainment 8 score for disadvantaged students in 2023/24 was 34.5 and for non-disadvantaged students it was 50.0. Our Attainment 8 score of 42.6 for our disadvantaged students compares very favourably to National Figures.

Similarly, although our Progress 8 score is slightly below our on expectations it sits +0.15 above the National figure of -0.57. With respect to DfE National data our disadvantaged students have performed incredibly well when looking at English and Maths grades. 66.7% of our disadvantaged students achieved grade 4-9 in both English and Maths compared to the National figure of 47.1%, nearly 20% higher.

With the small cohort size of disadvantaged students in this Year Group both the P8 and A8 scores were badly affected by a number of students (6/30) who fell well below their expected outcomes due to very poor attendance. It should be noted that 9/30 students (30%) achieved a positive P8 score. The Progress 8 score of our non-disadvantaged students was +0.46, and the Attainment 8 score was 54.59. Our analysis suggests that our strategies to support our disadvantaged students throughout the pandemic have balanced the additional impact of the pandemic on disadvantaged students. Nationally, the impact of the pandemic seems to have disproportionately affected those students who are disadvantaged. Our 2023/24 data shows that although we have not quite hit our ambitious targets, both our Attainment 8 and Progress 8 data, as well as our raw English and Maths percentages 4-9 sit comfortably above National Data.

Internal analysis has also identified that some of the approaches we used to boost outcomes for disadvantaged students had less impact than anticipated, largely due to the pandemic, and these approaches will have to be relaunched and adapted this academic year, particularly around encouraging good attendance.

EBacc entry for disadvantaged students was 23.3% for this year group. Again, this figure is severely affected by students' poor attendance and reduced programmes of study. This is an increase compared to previous years for this cohort. It remains below that of whole school cohort by 9.6% but this gap has reduced by over 10% this academic year.

Absence among disadvantaged students was 6% higher than their peers in 2023/24. We recognise this gap in attendance plays a fundamental role in the attainment and progress gap which is why raising the attendance of our disadvantaged students is a continued key focus of our current plan. We will develop 'nudge' groups with a Focus on disadvantaged students as well as using all other tools in accordance with our attendance policy to improve attendance and close this gap.

Our assessments demonstrated that challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged students has been particularly acute and we continue to try to find all support available to all our vulnerable students.

These results mean that we fell slightly short of the outcomes that we set out to achieve by 2023/24, as stated in the 'Intended Outcomes' section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. With our cohort of Pupil Premium students rising from 13-18% in the last 3 years and projections showing this figure to rise still further in the next 3 years, identifying the best strategies to support these students is imperative to the success of both the school and these individual students.

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
Reading Plus	
Lexonik	
Dyslexia Screener Test	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.
- the school has extended the contact time with Year 11 students (Study has been pushed back 2 weeks) to ensure all students, but particularly disadvantaged stay connected and have opportunities to fill gaps.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We plan to commission a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in schools similar to ours.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for students.