

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	1612
Proportion (%) of pupil premium eligible pupils	19.2%
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 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Student Welfare Governing Committee
Pupil premium lead	Mr Tim Broadhouse
Governor / Trustee lead	Claire Gorzanski

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,000
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	£242,000

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	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 (Oct '25), needs are ever changing, particularly in light of the pandemic and therefore it is imperative this remains an integral part to the plan.
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 2025 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	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.
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 3 years (2023/24, 2024/25 & 2025/26), 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 three 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. Now we have moved out of the pandemic, IT access remains a barrier for some of our disadvantaged students. There is a balance to be struck here with our concerns about Smartphones and the impact on student's mental health.</p>
6	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. The recent UWE study on smartphone use among young people found that pupils who categorised themselves as 'struggling' academically were far more likely to report negative experiences with their devices than students who described themselves as 'coasting' or 'thriving'. 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

	<p>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 clubs 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 these types of activities now back in full flow, 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 -2025 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 ongoing 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
Improved attainment among disadvantaged students across the curriculum at the end of KS4; including high ability disadvantaged students.	<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 or above their expected levels of progress - In line or above their peers nationally
Improved reading comprehension among disadvantaged students across KS3	<p>Reading comprehension assessments demonstrate improved comprehension skills among disadvantaged students and their non-disadvantaged peers. Teachers should also have</p>

	recognised this improvement through engagement in lessons and book scrutiny.
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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 3% - If this gap is not achieved attendance of disadvantaged students is at least in line with National figures 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: £38,000

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. <u>Metacognition and self-regulation: EEF</u>	3
Improving literacy in line with recommendations in the EEF guidance report: <u>Improving Literacy in Secondary Schools</u> Embedding the Literacy strand of the SIP	Drawing upon the 7 recommendations from the <u>Improving Literacy in Secondary Schools EEF Guidance Report</u> . 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 <u>Hampshire Attachment and Trauma Aware Schools</u> (SLT, DST, Inclusion Support Lead) to continue to train whole staff.	<u>https://youthendowmentfund.org.uk/toolkit/trauma-informed-training-and-service-redesign/</u>	1, 6, 7

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

Budgeted cost: £78,000

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. <u>paired reading</u> (Keith Topping) , <u>Precision teaching</u>, <u>Lexonik</u> those outlined in <u>Greg Brooks 'What works for children and young people with literacy difficulties' (2006)</u>, <u>EEF 'Promising Projects' and Reading comprehension strategies- Toolkit Strand EEF</u>,. Impact is particularly the case when interventions are delivered over a shorter timespan: <u>Reading comprehension strategies- Toolkit Strand EEF</u>,.</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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>2, 4, 5, 6, 7</p>

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

Budgeted cost: £126,000

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. 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. 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>	<p>6, 7</p>
<p>Introducing a ban on Smartphones for Year 7 students from September 2025.</p>	<p>In response to the mounting body of evidence regarding the negative impact smartphones are having on students' learning and mental health. Evidence comes from a variety of research including LSE's initial research in 2015 Ill communication: technology, distraction and student performance. More recently, UWE Bristol has published research showing how smartphone use is hitting struggling pupils the hardest Smartphone use hitting struggling pupils hardest, major study finds UWE Bristol and the House of Lords have also published their evidence regarding the negative impact smartphones can have Mobile phones in schools: Mandating a ban? - House of Lords Library.</p>	<p>6,7</p>

<p>Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> 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>	<p>6, 7, 8,9</p>
<p>Promoting good attendance and embedding procedures and support to help those students struggling to hit 95% attendance. This includes weekly meetings with key staff laying out how students will be supported.</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>	<p>6,7,8,9</p>
<p>Track data on attendance and participation in extracurricular activities and wider school activities. Encourage participation in DofE and school trips where possible.</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. This will include subsidising disadvantaged students to participate in DofE and other trips, widening participation and improving social interaction and mental health.</p>	<p>9</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences having funding set aside for responding quickly to needs that have not yet been identified. This may include access to IT equipment at home, specialist mental health support or any other form of intervention.</p>	<p>9</p>

Total budgeted cost: £242,000

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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged students during the 2024/25 academic year using key stage 4 performance data and our own internal assessments.

Disadvantaged pupils' performance

Disadvantaged pupils English and maths GCSE grade 5 or above

Year	This school	National average	Compared with national average
2024/25	37.5%	25.6%	Above
2023/24	30.0%	25.8%	Close to average
2022/23	20.0%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

Year	This school	National average	Compared with national average
2024/25	40.1	34.9	Above
2023/24	42.6	34.6	Above
2022/23	35.6	35.0	Close to average

Disadvantaged pupils' Progress 8

Year	This school	National average	Compared with national average
2023/24	-0.42	-0.57	Close to average
2022/23	-0.65	-0.57	Close to average
2021/22	-0.31	-0.55	Close to average

For 2025, we are pleased to report that our disadvantaged students continue to perform well against national figures. Comparing our results to national figures helps gauge the performance of our disadvantaged students with groups of similar students. Comparing DFE data for 2025 shows that the national Attainment 8 score for disadvantaged students in 2024/25 was 34.9. Our Attainment 8 score of 40.1 for our disadvantaged students shows that disadvantaged students at Ringwood School perform above this national average, with students scoring just over half a grade higher per subject.

With no Progress 8 figure available this year due to missing KS2 data (students were absent due to Covid) we have looked at other key benchmark data to judge our progress last academic

year. 37.5% of our disadvantaged students achieved a grade 5 or above in both English and Maths. This not only represents an increasing trend for us, rising from 20% in 2022/23, but also compares very favourably to the national figure of 25.6%.

With our cohort size of disadvantaged students remaining low (40 out of 256), our data has been badly affected by a small number of students who fell well below their expected outcomes due to very poor attendance. Our analysis suggests that our strategies to support our disadvantaged students throughout and since the pandemic have balanced the additional impact on disadvantaged students. Nationally, the impact of the pandemic seems to have disproportionately affected those students who are disadvantaged. Our 2024/25 data shows that disadvantaged students at Ringwood School are performing above national students when comparing across key benchmarks.

Absence among disadvantaged students was 6% higher than their peers in 2024/25. 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.

Internal analysis has also identified that some of the approaches we used to boost outcomes and attendance for disadvantaged students had less impact than anticipated, and these approaches will have to be relaunched and adapted this academic year, particularly around encouraging good attendance. Weekly meetings with a range of teaching staff across the school have begun to make an impact and we will continue to look for ways to support good attendance amongst all our students.

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 for this academic year, we hit the targets set out in our intended outcomes when looking at our students' academic outcomes compared to their disadvantaged peers nationally. 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 towards 20%, 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
SPARX	
Lexonik	
Dyslexia Screener Test	
Dyscalculia 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. Our recent 2024 Pupil Premium Review did highlight how being forensic in our analysis will help us identify who we can support.

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 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.