

Pupil premium strategy statement – Sturminster Newton High School V1.1 2025-26

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	610
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	11.11.25
Date on which it will be reviewed	July 2026
Statement authorised by	Mike Motteram
Pupil premium lead	Gary Chapman
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,872
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£184,872

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is that all pupils regardless of background, barriers, or individual challenges make strong progress and achieve high levels of attainment across the curriculum. We are committed to ensuring that disadvantaged pupils, including those who are already high attainers, have equal opportunities to thrive academically, socially, and emotionally. We also aim to remove barriers to learning so that every pupil develops the knowledge, skills, and confidence needed to succeed both within school and beyond.

Our current pupil premium strategy is designed to provide targeted, evidence-based support that enables disadvantaged pupils to reach their full potential. Central to this approach is high-quality teaching, which research consistently identifies as the most effective way to raise attainment for all pupils, particularly those from disadvantaged backgrounds. Our plan includes:

- ***Focused academic support***, including responsive tutoring and early intervention based on rigorous diagnostic assessments.
- ***Wider strategies*** that promote wellbeing, engagement, and attendance, ensuring pupils are ready and able to learn.
- ***Targeted enrichment opportunities*** to develop cultural capital and support personal growth.

Key Principles of the Strategy Plan

Our strategy is underpinned by three key principles:

1. ***High expectations for all*** – Every member of staff takes responsibility for the progress and attainment of disadvantaged pupils, ensuring they are consistently challenged and supported to excel including improving attendance.
2. ***Early, evidence-informed intervention*** – Support is timely and rooted in robust assessment, ensuring that interventions are matched precisely to individual needs rather than assumptions.
3. ***A whole-school commitment*** – Closing the attainment gap is a collective responsibility. Our culture promotes inclusion, aspiration, and shared accountability for outcomes, ensuring that improvements for disadvantaged pupils also enhance the learning of their non-disadvantaged peers. Including the engagement of all stakeholders.

- *Through this cohesive and reflective approach, we aim to ensure that disadvantage is never a barrier to success and that all pupils leave our school as confident, resilient, and capable learners.*

Challenges

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

Challenge number	Detail of challenge
1	KS4 attainment for Pupil Premium (PP) pupils remains below that of their non-PP peers and national averages .
2	Variability in staff confidence and knowledge of strategies to support PP pupils effectively.
3	Attendance of PP students is lower than national and school averages.
4	Parental engagement opportunities with school, particularly around academic progress needs targeted work.

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 KS4 attainment and progress for PP pupils.	Gap between PP and non-PP pupils at KS4 continues to narrow including versus national data. Year-on-year increase in % achieving 5+ in English & Maths.
Increased staff understanding and implementation of effective PP strategies	100% of staff can identify PP students and articulate support strategies during QA cycles and lesson observations.
Attendance for PP pupils improves to national average or better.	PP attendance $\geq$ 93%. Gap with non-PP narrows. Persistent absence reduced year-on-year.
Stronger parental engagement with school events and learning opportunities.	$\geq$ 80% of PP parents attend parent evenings or targeted engagement sessions.

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: £148,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing model	Providing effective staffing structures that allow for breadth of curriculum and specialist staff to support the education of PP students will increase the likelihood of positive outcomes.	1,2,3,4
Pupil Premium outcomes being a School Improvement Priority. Whole-school CPD on PP awareness and effective classroom strategies. <i>Use of school meetings and Kaizen briefings to create greater awareness.</i>	EEF research shows QFT has the highest impact on disadvantaged outcomes.	1, 2
Use of data-driven QA (lesson visits, book looks, student voice) to monitor PP progress. PP and targeted 'War Boards' at KS3/KS4/KS5 to improve outcomes. Focus on Core and Non-Core subjects through targeted data meetings alongside line management.	Enables consistent tracking of teaching impact across subjects.	1, 2
Phase two of implementation of Read to Succeed literacy programme and digital learning	Evidence-informed resources improve independent learning and confidence at KS4.	1, 2,

tools (Sparx Maths, GCSE Science).		
Use of school meetings and Kaizen briefings to create greater awareness. Dedicated CPD time assigned to developing subject curriculums Bespoke teacher coaching linked to PP performance data.	Supports continuous improvement and accountability for outcomes.	1, 2

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

Budgeted cost: £18,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS4 tutoring and intervention sessions in English and Maths (40 Students across Year 10/11) Increase level of revision sessions after school to improve outcomes.	Targeted small-group interventions raise attainment (EEF Toolkit).	1
Revision resource provision – including guides, stationery, and devices.	Removes barriers to participation and supports independent study.	1
Enhanced parental contact for PP pupils at risk of underachievement.	Strengthens home-school partnership to sustain learning momentum.	4
Uniform and trip grants to remove participation barriers. Inclusion of Swap Shop to support uniform provision	Ensures inclusion in school experiences that reinforce engagement and belonging.	1,4

Supporting the provision of ingredients for Food Technology department.	Increase aspirations for PP students and remove any barriers to successful outcomes in subjects that may incur a financial cost.	1,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy enhancement through Power BI tracking. Introduction of welfare plans to support early attendance concerns <i>Redeployment of Year leader to support attendance proptocols.</i> <i>Attendance rewards</i>	Data-led monitoring enables timely intervention for at-risk students.	3
Early pastoral support and wellbeing interventions. Build in staff CPD time during the 1265 to support pastoral communication between tutor and home. Professional counsellors are available for PP (and all other) students to turn to or be referred to by staff and parents if they need help. This has helped students to develop resilience within counselling and has often led them to achieve better results	Wellbeing is a prerequisite for consistent attendance and engagement.	3, 4

and more fulfilling experiences within school		
Year 6–7 transition support for PP pupils.	Smooth transition supports attendance, behaviour, and wellbeing.	3
Careers guidance and college readiness for Year 11 PP pupils.	Raises aspiration and post-16 readiness, driving improved KS4 motivation.	1, 4
Boys Hub Work	Targeting KS3 learners with support through research informed approaches that include mentorship in order to maximise success.	1,2,3,4

Total budgeted cost: £180,872

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Pupil Premium Pupils: Headlines from 24-25 Strategy

Pupil Premium students underperform at KS4 against national trends

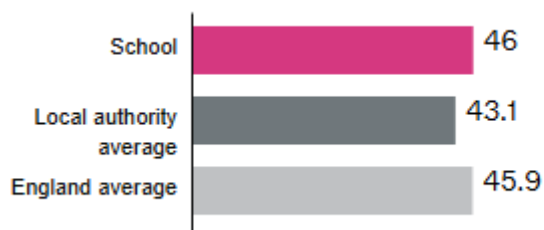
Attainment

Attainment score between school and national data has widened from previous year despite whole school data significantly improving. Attainment score has dipped from the 23/24 GCSE exams. Despite progress in English and Maths, Open bucket subjects remain a priority.

24/25 – 32.6 vs 34.9 National

23/24 – 33.1 vs 34.6 National

Gap remains to whole school attainment data (PP vs Non PP)



English and Maths Grade 5

9-5 EM school data has improved by 5% compared with 23/24 GCSE exams. PP data shows school data for 24/25 has outperformed the national data set in the measure.

24/25 – 27.3% vs 25.6% National

23/24 – 22.2% vs 25.8% National

English and Maths Grade 4

9-4 EM school has decreased by 5% compared with 23/24 GCSE exams. Nationally 9-4 is not recognised as a performance measure.

Data below shows significant improvement in other areas versus 23/24 data.

24/25 – 36%

23/24 – 41%

Headline Measure	22/23 Exams	23/24 Exams	24/25 Exams
Average Total Attainment 8	30.82	33.15 ↗	32.66 ↘
Average Attainment 8 Grade	3.08	3.31 ↗	3.27 ↘
Average KS2 Prior Attainment	101	101	101
Average Estimated A8	40.87	39.73 ↘	41.57 ↗
Average Total Progress 8	-0.78	-0.53 ↗	-0.89 ↘
Students Achieving 9-5 in English and Maths	20.7	22.2 ↗	27.3 ↗
Students Achieving 9-5 in English	27.6	33.3 ↗	40.9 ↗
Students Achieving 9-5 in Maths	34.5	25.9 ↘	31.8 ↗
Students Achieving 9-4 in English and Maths	41.4	40.7 ↘	36.4 ↘
Students Achieving 9-4 in English	44.8	51.9 ↗	54.5 ↗
Students Achieving 9-4 in Maths	55.2	51.9 ↘	45.5 ↘

Low attendance rates of pupil premium student's vs National and previous year's attendance figures

National

The school attendance national gap has increased since the previous academic year. The school figure remains the same.

24/25 – 84.3% vs 86.2% National (1.9% gap)

23/24 – 84.2% vs 85.4% National (1.2% gap)

PP vs non-PP

Gap narrowed slightly from 23/24 data but remains an area of focus for 25/26.

24/25 – 84.3% vs 89.1% (4.8%)

23/24 – 84.2% vs 89.2% (5% gap)

Low rates of parental engagement with the school

Parental attendance for students from Disadvantaged backgrounds at progress evenings increased by 9% across KS3-5.

Attendance for PP students attending the KS4 revision evening increased by 1.5% from the previous year but remains below the school's overall average.

Increase in parental engagement workshops and meetings on offer to families including advice around wellbeing, social media and curriculum.

Increase in number of targeted academic review meetings to support learners. Including Year 10 PPE 1 meetings in addition to the planned Year 11 meetings

Access to necessary equipment and resources are proving as barriers to learning.

Twenty chrome books loaned to PP students across the school

Pencil cases provided for every PP student at Sturminster Newton High School

Revision guides provided out of PP money

89% of students used their £50 grant to support extra-curricular opportunities.

£1000 provided to support the Hospitality and Catering delivery at KS3/4

Contributions made towards KS4 online platforms such as Sparx/GCSE Science and Seneca

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
Programme	Provider
Sparx Maths	Sparx Learning
GCSE Science Online Platform	Educake
Read to Succeed	Internal programme using curated texts

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Further Information

The PP strategy is reviewed termly through SLT and QA meetings. Progress towards KS4 outcomes and attendance benchmarks is shared with governors at each review point. Evaluation is evidence-based, using assessment data, attendance tracking, and pupil voice.