

Pupil premium strategy statement – Droitwich Spa High School

This statement details Droitwich Spa High School's use of pupil premium (and recovery 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	1125 to Year 11
Proportion (%) of pupil premium eligible pupils	288 out of 1125 26%
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)	2024-2027
Date this statement was published	15 December 2025
Date on which it will be reviewed	15 October 2026
Statement authorised by	Claire Moss and Gemma Lloyd-Davies
Pupil premium lead	Fiona Limburn
Governor / Trustee lead	Dan Birch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£315,508.92
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£315,508.92

Part A: Pupil premium strategy plan

Statement of intent

At Droitwich Spa High School, we are committed to maximising academic outcomes for all students. We pay particular attention to the progress of identified disadvantaged students (those that are in receipt of Pupil Premium funding, or other disadvantage such as having a family Social Worker) as evidence shows they are often the learners who face additional challenges and are most vulnerable to underperformance. The focus of our pupil premium statement is to support disadvantaged students to achieve their learning targets, and for those already achieving them, to exceed their targets.

We aim to:

- Support disadvantaged learners to make more rapid progress in their learning and close the gap with their peers
- Provide opportunities for disadvantaged learners that they would otherwise find challenging
- Raise the aspirations and opportunities for those disadvantaged learners as well as ensuring they are informed about the options they will have as they grow older.

We have identified five key challenges faced by our vulnerable learners, such as low levels of attendance and literacy and a lower willingness and ability to reflect on their own learning and revision, which contribute to academic underperformance.

This Strategy outlines how the pupil premium funding will be spent in order to narrow the achievement gap between disadvantaged and non-disadvantaged learners, ensuring all students reach their full potential. As recommended by the Education Endowment Fund (EEF Guide to Pupil Premium, 2019), we have adopted a tiered approach which prioritises classroom teaching and also incorporates targeted academic support and wider academy strategies. Using evidence from the EEF, other sources, and knowledge of our learners, we aim to have a responsive approach, rooted in robust diagnostic assessment, not assumptions, about the impact of disadvantage.

We scrutinise the needs and profile of each year group and adapt our approach to meet these needs, rather than simply repeat interventions that may have been successful in the past. Positive relationships are central to our approach and our PP lead is well known to our Pupil Premium students. We work hard to maintain this supportive and proactive relationship across our students' school journey.

We recognise the fundamental importance of high-quality teaching and its impact on disadvantaged learners. As a consequence, teaching and learning is at the core of our strategy. This focus also provides opportunities for the attainment of non-disadvantaged students to be sustained, or improved, alongside their disadvantaged peers. Targeted academic support and wider strategies are also key components of our strategy.

To ensure we are effective, we will:

- Ensure disadvantaged students are identified early and that appropriate support and interventions are organised
- Regularly monitor and review the progress of disadvantaged students to ensure we can be proactive and respond quickly
- Embed our whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

This document has been developed in collaboration across departments and staff within school.

Challenges

The table below details the key challenges to achievement that we have identified amongst our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy <ul style="list-style-type: none"> • Lower levels of literacy than chronological age. • Assessment, observations and discussions with students indicate that disadvantaged students generally have lower levels of reading comprehension than their non-pupil premium peers. • In year 8 in 2024, the average reading age on entry for PP students was 10.40 and for non PP students was 12.43. Students will be retested in the Spring term.
2	Attendance <ul style="list-style-type: none"> • Attendance of disadvantaged students, including the persistent absenteeism of some, leads to challenges both closing pre-existing gaps and ensuring gaps do not widen. • Currently attendance for PP students is 87.3% (Sept-Nov) and for non PP students it is 93.2%. • Last year attendance (during the same period) for PP students was 87.5% and for non PP students 93.8%.
3	Entry Gap <ul style="list-style-type: none"> • The main entry gap that we believe is impacting on our students is the gap in literacy. This means students are less able to access materials in all subjects. • Students are tested in Year 8 and will be retested in the Spring Term. Targeted interventions will be delivered to support students in an attempt to close the gap.
4	Behaviour <ul style="list-style-type: none"> • Strategies to support students with behaviour are diverse and varied. Reasonable adjustments are often made to support students, though sometimes suspension is used as a proportionate sanction. • During this academic year (September-November), 19 out of the 35 students suspended have been PP. 19 PP students have been suspended for a total of 32 days. 16 non-PP students have been suspended during the same time frame, for a total of 23 days. Pastoral staff have analysed the data and interventions are in place for a number of "repeat offenders". • Last year at this point in the year, 17 students out of the 55 that were suspended were PP. 17 PP students were suspended for a total of 33.5 days. 38 non PP students were suspended, for a total of 65 days. • In the AY 2024/25, 5 students were permanently excluded from school. 3 of those students were PP. • Engagement with external agencies and multi-agency meetings are being used routinely to ensure that students receive targeted support.
5	Metacognition

Our observations, assessments and student feedback suggest that many disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and valuation of their answers and revision and also in resolving emotional difficulties and friendship issues.

Our student voice survey was sent to all students in Years 8 -13.

	% Pupil premium students	% Non pupil premium students
Percentage response	22	24
I know how to be a good learner (a bit or a lot)	88	94
My teachers notice when I try hard at my work	70	66
I am praised by teachers in most of my lessons a lot or a bit	55	62
I cannot read well	14	7
I need help revising	48	28
I don't eat breakfast much or at all	52	36
I go to sleep after midnight	27	22
I don't have somewhere quiet I can work at home	27	12
I don't have a friend I can talk to if I am worried	19	17

Our student voice survey was sent to all students in Years 8 -13.

Intended outcomes

Intended outcome	Success criteria
Literacy levels improve, leading to the majority of students having a reading age appropriate to their chronological age	Reading ages in line with chronological age.
Attendance levels for disadvantaged students improve and are moving towards that of other students, which is in turn is moving towards the national average	Rates of attendance are moving towards/closer to the national average for those disadvantaged students.
Academic outcomes for disadvantaged students increase and the gap with others closes.	Attainment and progress gaps are closing over time.

Levels of fixed term exclusions and negative behaviour points reduce for disadvantaged students.	Suspension figures and negative behaviour points reduce over time. Increase in positive praise points for disadvantaged students.
Disadvantaged students become more resilient about their learning and emotional regulation, and develop strategies to learn material	Fewer behaviour points for lack of homework or classwork. Improved scores on student survey regarding metacognition and resilience.

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: £110,508.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff CPD [Relational approaches, least invasive intervention, modifying language to remove confrontation]	Working with staff to remove possibility of confrontation and enable a firm but kind approach in working with young people Improving Behaviour in Schools EEF	2,4
Weekly literacy tutor time activity	Improving Literacy in Secondary Schools EEF	1,3
High quality CPD in quality first teaching	EEF – high quality classroom delivery helps to secure higher rates of progress	1,3, 4, 5
Specific expectations and consistency for teaching staff with regards to disadvantaged students in the classroom	Improving Behaviour in Schools EEF	1,2,4,5
Creation of teaching Pupil Premium Advocate post		2,3,4

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexonik - targeted 1:4 intervention for students	Improving Literacy in Secondary Schools EEF	1,3,5

with gap between RA and chronological age (will prioritise PP)		
Sparx Science, English and Maths	Improving Literacy in Secondary Schools EEF	2, 3
Staffing to support and work with targeted disadvantaged students	 Improving Behaviour in Schools EEF	1,2,3,4,5
Pastoral interventions to improve emotional literacy and resilience	Social and emotional learning EEF	4,5
Additional tutoring	Improving Literacy in Secondary Schools EEF	2, 3
LINK academic staff salary		1,2,3,4,5
Year 11 invitation evening.		2,5
Intervention with PP specialist x 2 hours a week		5

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional attendance staff	Work with young people and families to break down barriers to attending school [EEF]	2, 3, 4
Funding student participation in extra curricular activities eg Duke of Edinburgh or school trips	Extra-curricular Inequalities - The Sutton Trust	2,4
Funding PP student resources such as revision guides and food ingredients		2,3,4,5
Creation of the Link to improve attendance and recruitment of specialist staff to improve attendance – there is higher levels of non	Social and emotional learning EEF	1,2,3,4,5

attendance in PP students than non PP students.		
Contribution to Careers Advisor and CIAG post. Disadvantaged students receive enhanced CIAG provision.	'An unequal playing field', Social Mobility Commission https://tinyurl.com/mvs75nru	1
Intervention for PP students to support SEN and transition		

Total budgeted cost: £315,508.92

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	DSHS All A8	DSHS DA A8	DSHS Non DA A8	Gap (DA v Non DA)	Worcs All A8	Worcs DA A8	Worcs Non DA A8	Gap (DA v Non DA)	Englan d All A8	Englan d DA A8
2021/ 2022	44.8	30.8	49.8	-19	47.7	35.0	51.2	-16.2	48.9	37.7
2022/ 2023	41.0	27.5	44.3	-16.8	44.8	31.9	48.3	-16.4	46.4	35.1
2023/ 2024	41.3	30.1	45.4	-15.3	44.5	32.0	47.9	-15.9	46.1	34.7
2024/ 2025 (Prov)	44.0	32.4	47.4	-15	44.2	30.8	47.9	-17.1		

	DSHS All P8	DSHS DA P8	DSHS Non DA P8	Gap (DA v Non DA)	Worcs All P8	Worcs DA P8	Worcs Non DA P8	Gap (DA v Non DA)	Englan d All P8	Englan d DA P8
2021/ 2022	-0.1	-0.73	0.13	-0.86	-0.04	-0.58	0.12	-0.7	-0.03	-0.55
2022/ 2023	-0.34	-0.91	-0.2	-0.71	-0.04	-0.67	0.13	-0.8	-0.03	-0.57
2023/ 2024	-0.28	-0.88	-0.08	-0.8	-0.12	-0.70	0.04	-0.74	-0.03	-0.57
2024/ 2025 (NA)										

Results show performance broadly in line with county averages in Maths and the English & Maths combined measure, with some strengths in Maths at grade 9–4. However, overall attainment (A8), English results, and especially EBacc entry and attainment are notably **below** county and national levels. Whilst we

recognise that our PP students still require intensive support, it is important to note that the attainment gap is narrowing year on year. This compares favourably to a more inconsistent picture at county level.

Externally provided programmes

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

Programme	Provider
Mentoring/emotional understanding	Droitwich West
Mentoring/emotional understanding	Onside Advocacy
Online packages to support learning Sparx Maths, Science, English and Reader	Sparx Learning
“She Will” Programme	InUnity
Every Year 8 student enrolled with local library	Droitwich Library

Further information (optional)

Our strategy has been informed through research and the recommendations from the EEF. Our SIP priorities reflect our commitment to increasing equability between our disadvantaged and our non-disadvantaged students.

Our strategy is intended to embed consideration of our disadvantaged students at every opportunity within the school environment and beyond.

We are triangulating student voice surveys with parent surveys, research from the EEF and staff feedback about our student body to inform our strategy.

We intend to further develop rigorous approaches to data analysis, to ensure early identification of any gap between our disadvantaged and non-disadvantaged students.

This plan is currently being implemented; it will be reviewed annually and updated as needed.