

Pupil premium strategy statement 2025/26

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	Old Swinford Hospital
Number of pupils in school	1047
Proportion (%) of pupil premium eligible pupils	5.25%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	
Date on which it will be reviewed	December 2026
Statement authorised by	Paul Kilbride Headteacher
Pupil premium lead	Adam Sidaway Assistant Head: Teaching and Learning
Governor lead	Paul Kilbride

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,425
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,919
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	<u>£57,344</u>

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and secure good outcomes at Old Swinford Hospital. We also strongly believe in the development of the whole child, supporting pupils in their engagement with all aspects of school life, ultimately cultivating responsible and reflective young citizens who are ready to make a positive contribution to the world.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and, as the DfE outlines in their Pupil Premium guidance, remove non-academic barriers where they exist. We have considered the barriers and challenges that are potentially faced by pupil premium learners, and have strategies in place to help address these.

Inclusion lies at the very heart of our policy, whether that be in the form of ensuring pupil premium pupils are regularly attending school, a sense of inclusion within lessons, or inclusion in wider school life. All of our strategies centre around the concept of our pupil premium cohort being integrated and included in the wider school community.

As we are a boarding school, we have a vast array of extra-curricular opportunities for pupils to participate in. Boarding is therefore a notable facet of our strategy. Whilst Pupil Premium makes up a small fraction of our total pupil population, 49% of our Pupil Premium students are boarders.

High-quality teaching, as the EEF suggests, is a core facet of our ambition to 'close the gap', with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school, and therefore forms the main thrust of our strategy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our strategy is also needs-focused, taking into account the local context of our Pupil Premium cohort. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that Pupil Premium pupils receive high quality teaching and feedback that meets their needs;
- Reduce the attainment gap between those who are entitled to Pupil Premium support and those who are not;
- Ensure that Pupil Premium pupils are supported in the development of emotional and mental wellbeing, and that students know how to seek out support when it is needed;
- Ensure that data monitoring systems are effectively utilised to ensure that Pupil Premium pupils are attending school regularly, making progress and generally thriving in school

One final point worthy of mention that in many cases, our budgeted costs for Pupil Premium strategies exceed the funding that we receive. This is because a number of the strategies outlined in this document benefit other facets of the school community, other than those for which we receive funding. Therefore, certain facets of our strategy are bolstered by wider school funding in addition to the Pupil Premium funding we receive.

Challenges

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

Challenge number	Detail of challenge
1	SEND, attendance, behaviour and other data, alongside observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These have important implications for all the challenges that follow and are obvious barriers to inclusion as outlined in our intent.
2	Data on entry indicates that as a cohort, PP students arrive to OSH with lower prior attainment compared to their peers
3	Our observations suggest many lower attaining disadvantaged pupils lack meta-cognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum where pupils can struggle to retain knowledge and understanding for longer. In the most severe cases, this can manifest in struggling to access curriculum more generally.
4	Though our sample size is small, historical trend analysis demonstrates that Pupil Premium attendance is significantly below that of attendance measured across the whole school.

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 pupils across the curriculum at the end of KS4.	By the end of our current plan in 2026/27, KS4 outcomes demonstrate that disadvantaged pupils achieve well.
Narrowing the gap between Pupil Premium pupils and their peers	Data analysis to help demonstrate the impact of quality first teaching on attainment in both internal assessments and summative examinations.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects in KS3 and KS4.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by prep completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • Pupil Premium attendance that is above national averages. • Significant participation in extra curricular and enrichment activities, particularly among disadvantaged pupils.
Improved attendance of PP learners	Attendance data to demonstrate a narrowing in the gap between Pupil Premium attendance compared to whole school attendance figures. As above, attendance data to show that Pupil Premium attendance is above national averages.

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.

Ongoing CPD

Budgeted cost: £15,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Agile rolling CPD programme designed to tackle areas that are known barriers for PP learners	<p>Ongoing half termly CPD programme which responds to the challenges within the school, focusing specifically on known barriers for our Pupil Premium cohort (informed by pupil voice). Sessions this year have covered topics such as using feedback (metacognition), behaviour & routines (self-regulation) and prep (homework)</p> <p><u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></p>	1, 2 and 3
Create capacity for middle leaders to support their learning areas in the delivery of effective QFT and an agile curriculum that meets the needs of all learners. Covering middle leaders to allow this work to be undertaken and to feedback to staff.	<p>Evidence from the EEF clearly outlines how QFT has the most significant impact on progress with Pupil Premium learners. To enable this to happen, middle leaders need to be invested in this process, and are best placed, as subject specialists and leaders within their areas, to affect this change.</p> <p>A core arm of our strategy is to therefore give middle leaders the time and scope to explore the quality of provision, with a key focus on the Pupil Premium experience in lessons. This requires investment in terms of recruitment and providing cover to create this extra capacity.</p>	1, 2 and 3
SLT National Thinking Classroom Course	SLT in charge of PP to have Thinking Classrooms Programme PP accreditation.	All
Ongoing CPD, training and upskilling of staff.	Whole staff focus on knowing Pupil Premium learners and clear strategies to support them via QFT. At times, and should it be required, funds will be used to support teacher attendance at appropriate training through staff cover.	All

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

Budgeted cost: £30,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic intervention	<p>The EEF clearly identifies 1 to 1 and targeted support as a high impact strategy that is proven to promote inclusion for students that encounter significant challenges in terms of core literacy and numeracy skills.</p> <p>A HLTA learning support assistant has been employed with the sole remit of supporting our PP and SEND learners where there are significant gaps in terms of literacy and numeracy.</p> <p>The HLTA works 1 to 1 with these students on a programme of core reading, writing and numeracy skills in order to help these learners better access their wider curriculum.</p> <p>We have also employed a second HLTA, using a blend of both PP and EHCP funding, this academic year. They will deliver small group (Wave 2) interventions with both PP and EHCP learners, metacognition/emotional regulation to support inclusion and engagement in lessons.</p>	All (1-4)
Support for enrichment and co-curricular activities	<p>Music activities, trips and visits.</p> <p>It is well established that Music Education builds self-esteem and character through performance and team work. This can be seen in the 'National Plan for Music Education' as well as more recent research findings from charities such as the Music Trust and Music Mark.</p> <p>Pupil premium students also receive the option to uptake LAMDA drama/public speaking lessons which Pupil Premium budgets are used to fund.</p>	1 and 4
Sparx Maths	<p>The school partly funds a school subscription to Sparx maths using pupil premium funding. This is a crucial platform for securing numeracy skills. The software is highly intuitive, helping students pinpoint areas that are weakest. The software also allows teachers to closely monitor the progress of pupil premium learners in maths.</p>	2 and 3

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

Budgeted cost: £50,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist, school counsellor and curriculum design	<p>School Counsellors (X2) Educational Psychologist (with therapeutic experience) Beliefs and Issues Lead</p> <p>(Early Intervention Foundation) EIF's report on adolescent mental health has found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><u>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</u> Early Intervention Foundation (eif.org.uk)</p> <p>The school employs two school counsellors who undertake routine appointments with a number of our students (a number of which are PP) in order to support them with their mental health and inclusion in school. Counsellor's also work alongside Safeguarding Lead when supporting students with regular or persistent absence. Counsellors and the school medical team also offer mental health 'first aid' when students are struggling. Alongside this, the school also employs an educational psychologist on a consultancy basis to help support our wider inclusion aims where complex barriers exist.</p>	1 and 4
Increased Attendance Support	<p>The EEF clearly outlines how rapid intervention can play a part in ensuring that sporadic absence does not migrate to persistent absence.</p> <p><u>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1702623009</u></p> <p>In addition to our front line attendance support team, the Deputy Head, supported by administration staff and HOY oversees attendance, working alongside families of children whose attendance is in need of improvement or for children with persistent absence from school.</p> <p>This support ranges from phones calls, parental meetings to the engagement of wider agencies (where appropriate). Our attendance officer priorities pupil premium attendance when checking registers.</p>	4
Edulink 4Matrix	<p>Edulink is now the central behaviour, homework and monitoring platform and so enables us to track the attendance, welfare, progress and achievements of our Pupil Premium pupils in an effective and holistic way.</p> <p>Furthermore, the digital homework functionality allows our Pupil Premium pupils to better organise their time at home and engage with the homework set as it can be accessed from any device.</p> <p>4Matrix enables us to monitor progress over time and offer timely interventions against targets and predictions for all students by individual or pupil group, including Pupil Premium.</p>	All All

Extra and Co Curricular financial support	Within school inclusion is a core aim at OSH. To support inclusion within school, there is wider support to students in terms of funding CCF uniforms and registration, DofE costs, support for other Co-Curricular activities, providing learning materials and revision guides. Where there is financial need, the school is also able to financially support with external trips and visits on a means tested basis.	1 and 4
Nutritious School Lunches in a Communal Environment	As a state boarding school, OSH is unique in the scale and quality of its catering facilities and the high quality, balanced diet students receive here. Pupil Premium pupils are entitled to a free lunch, allowing them to fully integrate into school life, enjoying a balanced and nutritious meal sat with their friends in the dining hall.	1 and 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This academic year, this funding has been used to secure 'buy in' services linked to mental health, dyslexia diagnoses, providing ICT equipment and the like.	All

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.

Though the GCSE sample size is very small (7 in 2024 and 6 in 2025), results have shown a broadly consistent trend based on previous cohorts, 5 of the 6 pupil premium students secured 4s in English or Maths in the 2025 GCSEs. As this is a COVID impacted year group, we are unable to analyse progress data. However, attainment 8 data shows that there has been an improvement on last year. With the A8 score up from 39.29 in 2024 to 41.33 in 2025.

Co-curricular statistics and student voice continue to demonstrate that Pupil Premium learners feel a sense of belonging at Old Swinford and pleasingly, there is not a sense of 'otherness' felt by these students due to their socioeconomic background. Many of our Pupil Premium pupils are boarders and feel fully integrated into all aspects of school life and likewise, Pupil Premium pupils involved in music lessons and other extra-curricular activities is broadly comparable with the wider school community.

We are delighted that, again, overall attendance for Pupil Premium students rose during the 24/25 academic year by over 5%, to 85.88 (up from 80.62 in 23/24). However, there remains a gap between Pupil Premium attendance and our overall attendance figures. We recognise that attendance is an ongoing challenge, particularly persistent absence, and there are ongoing efforts in terms of counselling, parental liaison & support and parental engagement to try and reduce this figure. As we continue to work beyond the challenges of the pandemic, we are optimistic that this is a figure we can continue to improve upon.

Externally provided programmes

Programme	Provider
4Matrix	4Matrix
EduLink	EduLink
Sparx Maths	Sparx Maths
SOCS	SOCS