

Pupil premium strategy statement – Fred Longworth High School

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	1285
Proportion (%) of pupil premium eligible pupils	286
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)	2022-2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	P. Davies (Headteacher)
Pupil premium lead	L. Ward
Governor / Trustee lead	M. Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,240
Recovery Premium funding allocation this academic year	£19,734
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>	£292,974

Part A: Pupil premium strategy plan

Statement of intent

Fred Longworth High School is relentlessly ambitious in ensuring that all students, irrelevant of background or potential barriers in early life, make strong progress in a broad range of subjects, including those students with high prior attainment. We offer students a broad, rich and challenging curriculum delivered by outstanding teaching, and our inclusive approach ensures every student is challenged to achieve their best. We also work hard to ensure students have the personal qualities, skills and aspiration to achieve their potential, growing into well-rounded individuals who recognise their worth and contribute positively to the community.

Our Pupil Premium strategy strives to maintain the highest expectations of all disadvantaged students, whilst supporting them with bespoke interventions where necessary. In the main, we aim to address the barriers students face through rigorous focus on quality-first teaching, consistently high standards, and in providing tailored professional development for all staff throughout the year to ensure staff are equipped to respond to the needs of the individuals they teach. Implicit in the intended outcomes detailed in our plan is the intention that disadvantaged students' attainment will be sustained and improved alongside the progress of their peers. Our Pupil Premium strategy is driven by the belief that all students, including those who are disadvantaged, can achieve their full potential when provided with the right support and resources.

Due to the complex and varied challenges faced by disadvantaged students, our approach aims to tailor support to students' individual needs. Through rigorous diagnostic assessment and tracking, targeted in-class support, and interventions where necessary, we provide all students with the opportunities to enjoy academic success. Alongside this, we promote all students to engage with the rich and varied extra-curricular provision on offer at Fred Longworth High School, helping to build their self-esteem, confidence and character.

Challenges

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

Challenge number	Detail of challenge
1	Closing the Attendance Gap – As observed nationally, we have seen a deterioration in whole school attendance and there is currently a 4.6% gap between the average attendance of FSM6 students (88.8% as of 16.12.24) and not FSM6 (93.4% as of 16.12.24).

	<p>There is a proven factor correlating to students' outcomes, as well as potentially contributing to students feeling excluded from the school community.</p>
2	<p>Closing the Attainment and Progress Gap – Results demonstrate a gap in attainment and progress between Pupil Premium and non-PP students which we seek to minimize.</p> <p>In 2024, progress 8 gap: -0.43</p> <p>P8 for disadvantaged students: -0.72 P8 for all students: -0.29</p> <p>% at 5+ E&M for all 45.1%, disadvantaged: 23.1%,</p>
3	<p>Closing the Reading and Communications Gap – The reading ages for a significant number of disadvantaged students remain below their biological age which has a negative impact on attainment and progress across the curriculum.</p> <p>% gap between number of students with a reading age below biological age (PP and non-PP):</p> <p>Y7 – % SAS below chronological age for non-PP: 25.1, PP: 41.8 Y8 – % SAS below chronological age for non-PP: 22, PP: 40 Y9 - % SAS below chronological age for non-PP: 20, PP: 49 Y10 - % SAS below chronological age for non-PP: 20, PP: 30 Y11 - % SAS below chronological age for non-PP: 28, PP: 44</p> <p>As a result, we are seeing increased word poverty and limited literacy skills amongst significant numbers of our disadvantaged students on entry. This not only impacts written outcomes and attainment but might also negatively impact students' engagement with school due to low self-esteem and confidence.</p>
4	<p>Closing the Gap for Students with SEND – Of the 292 students in school receiving support for SEND, 106 of those students are also identified as being disadvantaged. We must ensure students' needs are being met via reasonable adjustments.</p> <p>CLA – At FLHS, we currently have 19 children who are Post-LAC. Their funding is provided by the local authorities, but all purchases that are made to benefit the education and wellbeing of the student is noted in the personal education plan.</p>
5	<p>Student Engagement and Wellbeing - We are concerned that our disadvantaged students are at greater risk of experiencing mental ill-health due to rising poverty and challenges resulting from the ongoing cost-of-living crisis. The detrimental impact of this may result in increased disaffection, passivity in lessons, and potentially more limited aspiration.</p> <p>We are still seeing a gap between PP and non-PP students accessing our extra-curricular programmes. Furthermore, in a survey carried out at KS3 by the Arts Council, we are also seeing more limited access to broader cultural experiences amongst our PP cohort.</p>
6	<p>Parental Engagement – We have a number of harder-to-reach families amongst our disadvantaged student cohort. This limited engagement in school life and</p>

learning is resulting in poorer attendance, reduced homework completion, a lack of readiness for school and, for some, reduced ambition.

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><i>Challenge 1:</i> Improved attendance of disadvantaged students with a reduction in the number of disadvantaged students who are PA.</p>	<p>Students eligible for PP achieve attendance in line with other students. The gap between disadvantaged students and other students will continue to close, and national standards for attendance will continue to be met. We will also see improved communications and relationships with parents/families as seen via parent/student voice.</p>
<p><i>Challenge 2:</i> The attainment and progress gap closes between disadvantaged students and their non-disadvantaged peers.</p>	<p>The gap between outcomes for PP and non-PP students will have reduced. We will also see more disadvantaged students with higher prior attainment accessing higher grades at GCSE.</p>
<p><i>Challenge 3:</i> The average reading age of all students in all year groups will improve, including those who are eligible for PP. As a result, the gap closes between the attainment and progress of disadvantaged students and their non-disadvantaged peers in English and other heavily literacy-based subjects. We see increased engagement and enjoyment in reading and English.</p>	<p>Students presenting with reading ages significantly below their chronological age are identified and targeted for classroom intervention and additional reading intervention as appropriate. As a result, reading ages of these students improve as well as increased progress and attainment in literacy-based subjects. The curriculum across all subject areas will evidence vocabulary development and exposure to high quality reading, with teachers observed to be utilising a range of reading strategies as highlighted in their 'Read like a...' programme. In literacy-based GCSE subjects, disadvantaged students will achieve grades at least in line with FFT estimates due to their improved reading and writing skills. Student voice will capture more positive perceptions of reading and English from all students.</p>
<p><i>Challenge 4:</i> Improved provision for disadvantaged students with SEND.</p>	<p>Faculties utilise their bespoke 'Appropriate Adaptations' to support students via the four verbs approach, best practice for delivery, resourcing and the recording of learning. We will see closing of the gap in attainment for SEND students. CLA to meet their minimum targets with close monitoring.</p>

<p><i>Challenge 5:</i></p> <p>Improved engagement seen in disadvantaged students across the school.</p> <p>More disadvantaged students accessing extra-curricular activities.</p> <p>Disadvantaged students engage with the wide range of broader experiences offered to compliment the curriculum.</p>	<p>Qualitative data from Satchel One, alongside student voice, teacher surveys and behaviour monitoring will indicate higher levels of engagement with parity in students receiving achievement points and a reduction in behavioural issues.</p> <p>The new PD and careers curriculum will have a positive impact on student aspiration, with all Y11 students applying for post-16 provision by the end of the Autumn term. Destination figures – Target 100% of students in education and employment.</p> <p>The gap between PP and non-PP students accessing extra-curricular activities will reduce.</p> <p>Disadvantaged students will be recognised on FF on the Stars and the BEST awards/tickets in line with non-disadvantaged peers.</p>
<p><i>Challenge 6:</i></p> <p>Improved parental engagement in school events, with more parents being aware of their child’s school journey with understanding of how to help their child and working with us to give all students the best chances of success.</p>	<p>The attendance of parents/carers of disadvantaged students at school events is in line with that of non-disadvantaged students.</p> <p>Parent/carer surveys show engagement and satisfaction with school and school life.</p>

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: £ 91,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teaching Staff</p> <p>Overstaffing in English and Maths means qualified teachers are employed to provide targeted support in core via ‘support’ lessons attached to timetable or team-taught classes where</p>	<p>This provision will enable personalised learning and more focused attention for Pupil Premium students, helping to raise their academic performance and confidence.</p> <p>Key Texts: ‘Co-Teaching in the Classroom’ Marilyn Friend and ‘Team Teaching and Learning’ by Barbara L. McCombs</p> <p>EEF’s Teacher Professional Development Guidance (2016): ‘...high-quality professional development that</p>	<p>2, 3, 4</p>

<p>students are most at risk of underachievement.</p>	<p>focuses on collaboration, mentoring, and structured opportunities for teachers to reflect together has a positive impact on teaching practices and student outcomes. This aligns with the practice of team teaching, where teachers often share ideas, responsibilities, and feedback.</p>	
<p>CPD: Quality First Teaching</p> <p>CPD focussed on the following priorities:</p> <ul style="list-style-type: none"> • Establishing ‘warm strict’ and building a culture of excellence • Curriculum refinement with focus on assessment, effective teaching of reading, and provision for SEND students • FLHS BEST Standards of Classroom excellence including the six FLHS behaviour strands. • Reading: reading curriculum and disciplinary reading • Metacognition and self-regulated learning • Homework: embedding our six strands for embedding knowledge and improving retention • Post-pandemic recovery 	<p>EEF: ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’</p> <p>EEF summary of the three recommendations for effective CPD: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_search&search_term=profess</p> <p>Subject-specific reading training and integration of disciplinary reading strategies: ‘All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>EEF evidence suggests metacognition and self-regulation strategies can help ensure 7+ months progress: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>NFER: Findings from Wave 1 survey indicated how ‘schools serving the highest proportions of disadvantaged pupils had the lowest levels of pupil and disadvantaged pupil engagement, and are likely to need intensive support to help them to manage a complex array of pupil needs over the coming months...’ https://files.eric.ed.gov/fulltext/ED608586.pdf</p> <p>Sutton Trust - Subject to Background: ‘Students who reported they spent significant amounts of time on homework daily in Year 11 were nine times more likely to get three A-levels than those who did no regular homework.’ https://www.suttontrust.com/our-research/subject-to-background-disadvantaged-pupils-enrichment-homework/</p> <p>EEF Homework provision: ‘In the most effective examples, homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/home-</p>	<p>2, 3, 4, 5</p>

	<p>work#:~:text=There%20is%20some%20evidence%20that,normal%20school%20time%20is%20important</p> <p>Key Texts: 'Huh: Curriculum Conversations Between Subject and Senior Leaders' - Tomsett & Myatt 'When the Adults Change, Everything Changes' – P Dix</p>	
<p>Closing Barriers: Reading and Communication</p> <ul style="list-style-type: none"> • CPD (see above) • Continued curriculum refinement focussed on the development of reading and disciplinary literacy. • In English, further curriculum refinement focussed on reading fluency. • CPD for staff delivering reading interventions including training of the new librarian in <i>Reading Plus</i>. • TLR Reading Lead to develop strategies and share best practice at whole school level. 	<p>OFSTED handbook 2024, students 'are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers)</p> <p>Key texts: Closing the Reading Gap: Quigley, 2020 Closing the Vocabulary Gap: Quigley, 2018</p> <p>S Green, 2021: 'Most pupils will benefit from an emphasis on the explicit teaching of fluency as part of a multi-faceted approach to teaching reading.'</p> <p>T Shanahan, 2019: 'we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody.'</p> <p>EEF: https://educationendowmentfoundation.org.uk/news/through-the-keyhole-of-the-house-of-reading-part-3-supporting-struggling-readers</p> <p>The English faculty schemes of learning have made comprehensive use of research-based approaches to develop the teaching of writing.</p>	3, 4
<p>Online Learning Platforms and Resources</p> <p>Access to online learning platforms that offer personalised learning, revision resources, and interactive activities for all including Pupil Premium students. These platforms will include subject-specific resources, revision guides, and diagnostic tools to help students work outside of school hours but also withing curriculum model.</p> <p>The online resources will provide disadvantaged students with the opportunity to engage in self-directed learning and revision,</p>	<p>The EEF's evidence on online platforms suggests that digital technology, when used thoughtfully and integrated into the curriculum, can have a 'moderate impact on student achievement with +4 months of additional progress when technology is used effectively.'</p> <p>Research by the EEF focuses on how online platforms can benefit students with special educational needs (SEN): 'Online platforms that offer flexibility and the ability to adjust content to individual needs can be particularly useful in supporting students with SEN.'</p> <p>The EEF identifies feedback as a high-impact strategy in education. Online platforms that facilitate real-time feedback and allow for personalised learning paths can significantly improve student outcomes. Platforms that allow students to receive continuous feedback and track their progress are seen as more effective. [EFF]</p> <p><i>Evaluation of the Reading Plus Program: A Report from the National Centre on Response to Intervention (NCRTI):</i> study found that students using Reading Plus demonstrated improved comprehension skills and</p>	

<p>boosting their understanding of the curriculum. These platforms will be accessible outside school hours, providing flexible learning opportunities.</p>	<p>were able to process text more effectively due to the program's adaptive features.</p> <p>GCSE Pod Research Report (2019): The report highlighted improvements in student engagement and academic outcomes, particularly in STEM subjects like Science and Maths. Some schools noted that students using GCSE Pod as a revision tool showed 8-10% improvement in their GCSE exam scores.</p>	
<p>Broadening Horizons:</p> <p>Curriculum design and refinement with focus on alumni, links to careers and post-16 opportunities, application of learning to 'real world' contexts.</p> <p>KS3 student passports at with a host of opportunities from a range of faculties offered to enhance and broaden the curriculum, providing wider cultural experiences.</p>	<p>An effective curriculum must develop cultural capital amongst disadvantaged students because opportunities outside of school may be more limited. It is our moral imperative to introduce students to 'the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' [OFSTED handbook, 2024]</p> <p>OFSTED guidance, 2023: Schools are judged on 'the extent to which all pupils, particularly disadvantaged pupils (including those with SEND) acquire the knowledge and cultural capital they need to succeed in life.'</p> <p>T Loveless, 2022: 'Cultural Capital becomes a part of curriculum design, not simply an additional aspect of teaching; there is a duty to identify early on the 'essential' knowledge for each topic / unit / module and also the 'standard' reference points that form the basis of the developing schema.'</p> <p>E Hirsch, "...we deprive our students of crucially important information if our curriculum fails to provide also the extensive information that literate people in our culture share"</p> <p>Pinkett and Roberts, 2019: 'Pupils from disadvantaged backgrounds generally receive less exposure to ideas that are likely to enable them to accrue cultural capital.'</p>	<p>1, 4, 5, 7</p>

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

Budgeted cost: £ 174,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of Reading Intervention Lead</p> <p>This role provides explicit instruction in phonics and fluency for targeted students, many of whom are PP.</p>	<p>EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>'While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of</p>	<p>3, 4</p>

<p>Students receive intervention three times per week.</p>	<p>age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.'</p> <p>EEF - average impact of the small group tuition is four additional months' progress over the course of a year. 'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.'</p>	
<p>Homework support</p> <p>Extended access to homework clubs after school with effective deployment of learning coaches to provide support.</p>	<p>EEF: 'Homework clubs can help to overcome barriers by offering pupils the resources and support needed to undertake homework or revision.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework#:~:text=There%20is%20some%20evidence%20that,normal%20school%20time%20is%20important</p>	<p>1, 2, 6</p>
<p>Wider Reading Support</p> <ul style="list-style-type: none"> - Peer reading support. - Transition summer read: students gifted a novel as part of transition package. 	<p>T Shanahan, 2019: 'we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody.'</p> <p>EEF - average impact of the small group tuition is four additional months' progress over the course of a year. 'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.'</p> <p>NACE: Transition reading 'instil or maintain a love of reading for pleasure, often fostered at primary school, while stretching learners to extend their knowledge...'</p>	<p>3, 4</p>
<p>Year 11 support programme</p> <ul style="list-style-type: none"> - Targeted intervention via after school classes within all faculties - High-quality revision materials provided - Motivational assembly programme - Walk Talk Mock Exams - Explicit teaching of Study skills through the pastoral curriculum - Academic and pastoral mentors for targeted students - School events to engage parents in student progress e.g. Parent- 	<p>EEF evidence indicates one to one tuition can be effective, delivering approximately five additional months' progress on average. Also, 'Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.'</p> <p>Evidence also suggests metacognition and self-regulation strategies can help ensure 7+ months progress:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>TES, 2019: 'For many students, their worries stem from having to sit silently in a large hall. By practising in this environment in a supported way, a student's confidence can often increase as their fears are replaced with familiarity. Furthermore, these mocks are the epitome of modelling.'</p>	<p>All</p>

student workshops and revision events: 'How to help your child revise.'	EEF: 'Mentoring interventions may be more beneficial for [disadvantaged] pupils, as the development of trusting relationships with an adultcan provide a different source of support.'	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 124,181

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Role of PP Co-ordinator:</p> <ul style="list-style-type: none"> - Tutor of a small form focussed on persistent absence. A smaller, supportive environment to support engagement in school life. - Targeted academic mentoring and support with wellbeing for PP students identified as needing support via rigorous monitoring; - support with resources (equipment, uniform) - supporting parental engagement. 	<p>Richardson, TeachFirst, 2021: 'At an individual level, a professional in a pastoral role can have a profound impact on students. They can be the difference between a child attending school or not, or a family engaging with their child's education. They can be crucial in ensuring that a child and their family get the intervention and support they need, whether at school or multi-agency level. Essentially, they can be the difference that ensures a child receives an effective education.'</p> <p>EEF: 'Mentoring interventions may be more beneficial for [disadvantaged] pupils, as the development of trusting relationships with an adultcan provide a different source of support.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Attendance Interventions, EEF 2022: 'The overall impact of targeted and responsive interventions was a small positive impact SMD ES=0.14 (0.04, 0.25).' 'There is a very small positive impact, on average for communication parental engagement on attendance.'</p> <p>The Education Hub, 2019: 'Schools should make sure that arrangements are in place so that second-hand school uniforms are available for all parents... Schools can set up their own provision. Information on second-hand uniforms should be clear for parents of current and prospective pupils and published on the school's website.'</p>	1, 2, 5, 6
Engagement and Motivation	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	4, 5

<ul style="list-style-type: none"> - Extensive extra-curricular programmes and opportunities. Most notable in the Arts and PE. Improved targeting of PP students to engage them in extra-curricular activities. - To continue building extracurricular links and out of hours community involvement including Nowt to Do programme to support youth engagement in the community - Monitor the access of PP students in rewards, FF Stars, BEST awards and Headteacher’s Award. - Specific targeting of children who could be NEET. 	<p>The school’s history as an Arts college provides strong foundations and we maintain strong Arts provision in our curriculum, offering extensive extra-curricular opportunity.</p> <p>Social Mobility Commission: ‘Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.’</p> <p>NCES, 1995: ‘Indicators of successful participation in school include consistent attendance, academic achievement, and aspirations for continuing education beyond high school. Extracurricular participation was positively associated with each of these success indicators...’</p> <p>The Gatsby Benchmark framework of eight guidelines for the best careers provision in schools and colleges. These are being used to inform our careers programme and provide experiences that will raise aspiration.</p> <p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p>	
<p>Attendance</p> <ul style="list-style-type: none"> - SOL Attendance to continue to improve student engagement with their own attendance and life profile of attendance in school. - Continued close monitoring of students, and interventions when required e.g. attendance form (see PP Co-ordinator), individual support plans, mentors - Offer a variety of rewards to praise high and improved attendance. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>The higher the overall absence rate across key stages, the lower the likely level of attainment at the end of KS2 and KS4.</p> <p>Students with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, compared with students who missed 10-15% of all sessions.</p> <p>Students with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than students that missed 15-20% of KS4 lessons.</p>	1
<p>Closing barriers: behaviour and access</p>	<p>National statistics: ‘Permanent exclusion rates are higher among pupils eligible for free school meals. The permanent exclusion rate for pupils eligible for FSM is 0.16, compared to 0.04 for</p>	5, 2

<ul style="list-style-type: none"> - Continue to work with partner schools to support PP learners with behavioural difficulties. - Careful monitoring of setting of disadvantaged students to support their needs. 	<p>those not eligible...The suspension rate is also higher at 9.34 for pupils eligible for FSM, compared to 2.58 for those not eligible.' [2021]</p> <p>https://educationendowmentfoundation.org.uk/public/files/Improving_Behaviour_in_Schools_Evidence_Review.pdf</p> <p>EEF: 'tailoring an approach to classroom or school behaviour to individuals and focusing on building relationships can be effective, but this needs to occur with an appropriate amount of teacher training. An alternative is to focus on academic issues and teaching coping and resilience skills, but not focus on relationships.'</p> <p>Collaboration with partner schools has seen a high impact with PP learners through managed moves or respite placements. These are often very successful and lead to students reengaging with education.</p>	
<p>Closing barriers: Parental Engagement</p> <ul style="list-style-type: none"> - Targeting 'Hard to Reach' Parents, monitoring their engagement with parental events with targeted contact as appropriate. - Satchel: One for improved communications between parent and school - Working with Wigan and Leigh College to provide adult education opportunities to engage the parental body. 	<p>Goodall, 2013: 'Research demonstrates that parents actively engaging with their child's learning is more important..., and when parents actively engage with their children's education in a range of ways, improved outcomes are found in all population groups.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Recommendation 3: Tailor school communications to encourage positive dialogue about learning...Messages are likely to be more effective if they are personalised, linked to learning and promote positive interactions, e.g. celebrate success.'</p>	6
<p>Closing barriers: Mental health</p> <ul style="list-style-type: none"> - CAMHS link worker to support half termly within school. - Counselling service in school - Continue to embed mental health awareness into curriculum where applicable. - New PD Curriculum designed to support mental health, build resilience and provide strategies to help. - Continue to raise staff awareness of challenges 	<p>EEF Guide: Supporting children's mental health and wellbeing in the early years.'</p> <p>Joseph Rowntree Foundation, 2016: 'Poverty increases the risk of mental health problems and can be both a causal factor and a consequence of mental ill health.' The development of students' emotional health and social skills supports the development of healthy adults. It is therefore crucial to provide mental health support within school to our disadvantaged students who may not be able to readily access the support outside of school.</p> <p>https://www.mentalhealth.org.uk/sites/default/files/Poverty%20and%20Mental%20Health.pdf</p>	1, 5

<p>posed by mental health issues and strategies to support individual students;</p> <ul style="list-style-type: none"> - Clear communication and CPD for staff to help them support children in emotional regulation. 	<p>Young Mind: '67% [of young people surveyed] believed that the pandemic will have a long-term negative effect on their mental health.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/705083/Supporting_Mental-Health_pen_portraits.pdf</p>	
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Total budgeted cost: £ 389,442

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The evaluation of our PP plan is within the school's SEF 2023. The SEF document was used extensively to generate the School Improvement Plan 2023-24 and the revised PP Strategy, 2024-25.

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
GCSE Pod	Pod Up
Satchel One	Team Satchel: Together Through Education
CPOMS	Raptor Technologies Company
Reading Plus	Dreambox Learning
Provision Maps	Edukey Education

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.