

Pupil premium strategy statement – Fred Longworth High School

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	1,298
Proportion (%) of pupil premium eligible pupils	25.7%
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	October 2026
Date on which it will be reviewed	Autumn 2027
Statement authorised by	P. Davies (Headteacher)
Pupil premium lead	R. Roberts
Governor / Trustee lead	K. McCarthy-Booth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350,900
Recovery Premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£350,900

Part A: Pupil premium strategy plan

Statement of intent

“Equity in education isn’t an optional extra; it’s the heart of what education is for.”

[K. Robinson]

Fred Longworth High School is relentlessly ambitious in ensuring that all students, irrelevant of background or individual circumstances in early life, have the opportunity to achieve their potential. We offer students a broad, rich and challenging curriculum delivered by outstanding teaching, and our inclusive school ensures every student is cared for and challenged to achieve their best - from academic competencies to cultural capital and life experiences. We work tirelessly 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. We aim to address the barriers students face through rigorous focus on high-quality 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: “In the classrooms of the most effective teachers, students from disadvantaged backgrounds learn at the same rate as those from advantaged backgrounds.” (Hamre & Pianta, 2005.)

Due to the complex and varied challenges faced by disadvantaged students, we tailor support to students’ individual needs, whether it be supporting engagement in learning, providing resources, or attendance to school. 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.

As of 2026, the Attainment 8 figure for our school remains above average for our Local Authority. At Fred Longworth High School, we are committed to ensuring that all students achieve their potential and strive for success. We are committed to reducing the gap for disadvantaged students in every year group.

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 – The attendance of disadvantaged students remains a significant challenge. Last academic year, outcomes were affected by attendance. The average grade for our students who had 95% attendance or above was 5.4 (82% of 146 students in this category achieved a 4+ in English and Maths, 62% of 146 students in the category achieved a 5+ in English and Maths). We had 57 students in the year 11 cohort last year where their attendance was less than 90% and the average grade for these students was 3.3. Based on the figures from FFT for the last academic year the attendance gap was stark in every year group between PP and Non-PP students : Year 7 – PP – 90.76% / Non-PP 95.22% Year 8 – PP – 90.85% / Non- PP 92.99% Year 9 – PP – 83.55% / Non-PP 94.23% Year 10 – PP – 84.25% / Non PP 90.13% Year 11 – PP – 83.99% / Non PP 93.26% As a school we are aware that outcomes at GCSE are affected by poor attendance. We are seeking to reduce the number of students who are persistently and severely absent to ensure better outcomes for these students.
2	Closing the Attainment and Progress Gap – Outcomes at GCSE demonstrate the ongoing attainment and progress gaps between students eligible for Pupil Premium, and non-PP students which we seek to reduce. Attainment 8 2026 • All: 47.76 • PP: 37.38 • Non-PP: 51.68 E&M 2026 • % at 5+ E&M disadvantaged: 23.53%, • % at 5+ E&M non-disadvantaged: 60% • % at 4+ E&M disadvantaged: 44.12%, • % at 4+ E&M non-disadvantaged: 77.78% Attainment 8 2025 • All: 45.8 • PP: 35.6 • Non-PP: 48.2

	E&M 2025 • % at 5+ E&M disadvantaged: 23%, • % at 5+ E&M non-disadvantaged: 49% • % at 4+ E&M disadvantaged: 49%, • % at 4+ E&M non-disadvantaged: 68% Progress 8 2024 • P8 for disadvantaged students: -0.73 • P8 for other students: -0.19 • Gap: -0.54 Attainment 8 2024 • All: 45.5 • PP: 36.4 • Non-PP: 47.8 E&M 2024 % at 5+ E&M disadvantaged: 25%, % at 5+ E&M non-disadvantaged: 51% % at 4+ E&M disadvantaged: 45%, % at 5+ E&M non-disadvantaged: 72%
3	Closing the Reading and Communications Gap – Although broadly in line with national figures, the SAS Reading Score for disadvantaged students remains below that of their non-PP peers. 2026: In 2026, SAS Reading Scores – it is important to note that Year 7 and Year 9 have completed new NGRT tests in September 2026: • Y7 PP: 104.5/ Y7 non-PP: 109.0 • Y8 PP: 102.3 / Y8 non-PP: 106.6 • Y9 PP: 102.1/ Y9 non-PP: 106.6 • Y10 PP: 100.1 / Y10 non-PP: 107.8 • Y11 PP: 98.0 / Y11 non-PP: 108.2 2025: SAS Reading Scores • Y7 PP: 102.3 / Y7 non-PP: 106.6 • Y8 PP: 105.8 / Y8 non-PP: 110.1 • Y9 PP: 100.1 / Y9 non-PP: 107.8 • Y10 PP: 98.0 / Y10 non-PP: 108.2 • Y11 PP: 103.8 / Y11 non-PP: 110.2 As a result, we see some children face increased word poverty and more limited literacy skills amongst our disadvantaged students. This not only impacts written outcomes and attainment but also negatively impacts students' oracy ability, potentially disadvantaging them further.

	Further to this, we are seeing several students who are struggling to communicate clearly with their written work. This is a barrier for some students as they are unable to demonstrate their learned knowledge clearly.
4	Closing the Gap for Students with SEND – 86 students identified as having a SEND are also disadvantaged. We must ensure students presenting with multiple potential barriers are monitored closely and their needs are being met via reasonable adjustments. CLA – At FLHS, we currently have 11 children, (18 in 2025/26, 16 in 2024/25) who are 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.
5	Supporting 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. There is also a gap between PP and non-PP students accessing our extensive extra-curricular programme – again, indicative of less engagement in the school environment than that of their peers. We need to be focused on removing barriers which impact on engagement and belonging for disadvantaged students (see also Inclusion Strategy 2026)

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 – how will we know?
<i>Challenge 1:</i> Improved attendance of disadvantaged students, with a reduction in the number of disadvantaged students who are PA.	The gap between the attendance of disadvantaged students and their peers will continue to narrow, and national standards for attendance will be met.
<i>Challenge 2:</i> The attainment and progress gap closes between disadvantaged students and their non-disadvantaged peers.	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. Overall Attainment 8 figure will show an improvement year on year for the duration of the strategy (end of academic year 2027/2028).

<i>Challenge 3:</i> Disadvantaged students facing barriers in their reading ability will be targeted for timely, impactful intervention, and their reading ability and confidence will improve as a result. Some pupils' handwriting is sufficiently slow, effortful or illegible that it creates a barrier to demonstrating their learned knowledge. Disadvantaged students will be supported with their talk by being exposed to high quality discourse, and consistent oracy strategies. This will enable them to speak clearly, confidently, and coherently in a wide range of contexts, organising their ideas and adapting their language to suit purpose and audience. They will be able to communicate with appropriate tone, pace, and vocabulary, and use non-verbal communication effectively. Furthermore, these students will be able to listen actively so they can respond, question, or build on others' ideas thoughtfully. The gap narrows between the attainment and progress of disadvantaged students and their non-disadvantaged peers in English and other heavily literacy-based subjects.	As seen via quality assurance processes: • PP students who are further disadvantaged by their reading ability will be targeted for classroom interventions, alongside timely, impactful reading intervention outside the classroom where required. Students' ability to decode, comprehend and read fluently will improve as a result. • 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. • Powerful words will be embedded across all faculties with students challenged to use this key vocabulary within lessons and for homework. • The curriculum across all subject areas will plan for talk, with students exposed to high quality discourse and opportunities for paired, group and whole class dialogue. Teachers will be observed utilising a range of oracy strategies as delivered in the deliberate practice programme. • Appropriate KS4 interventions will be in place for those for whom reading and oracy presents as a barrier. • Appropriate interventions will be in place for KS3 and KS4 for those whom handwriting is a barrier.
<i>Challenge 4:</i> Improved provision for disadvantaged students with SEND with reasonable adjustments in place where necessary. The outcomes for disadvantaged students with SEND improve, with more students achieving Grade 4 pass in English and Maths. CLA meet their minimum targets.	As seen via quality assurance processes: • The RAP process will be used to identify barriers to learning and ensure appropriate interventions are in place and monitored for impact. • Teachers will have good knowledge of the barriers faced by individual students and how best to support them, with reasonable adjustments in place where required e.g. seating plan, movement breaks. • Faculties will utilise their bespoke 'Appropriate Adaptations' strategies and the Inclusive Toolkit to support students. • Disadvantaged students with SEND will be monitored closely with careful tracking of their progress in school and appropriate actions/interventions as required.
<i>Challenge 5:</i>	• Careful monitoring of disadvantaged students' achievement points and behavioural issues is

Improved engagement seen in disadvantaged students across the school with fewer instances of negative behaviour seen, and a reduction in the number of serious incidents amongst the disadvantaged cohort. Disadvantaged students are recognised on FF on the Stars, more achieve the 150 rewards point threshold, awarded BEST awards/tickets in line with non-disadvantaged peers. More disadvantaged students access extra-curricular activities with students engaging with the wide range of broader experiences offered to compliment the curriculum. Implementation of a poverty proofing audit allows us to identify specific barriers to PP students' engagement such as infirm barriers and pro-active measures taken to eliminate them. In turn this impacts on engagement markers (improved attendance is key)	in place with students identified quickly for praise or further support. • A range of interventions are put in place to support individuals' engagement as required e.g. BEST reports, homework intervention, mentoring or behaviour support plans. • Student voice will report that students feel safe and that they belong in the Freddie's community with appropriate support in place for students presenting as struggling. • The attendance of students at extra-curricular events/activities will be tracked closely, with increased promotion of the ET programme by staff. • As seen via QA processes, the PD and careers curriculum have a positive impact on student aspiration, with all Y11 students applying for post-16 provision by the end of the Autumn term. Destination data shows a reduction in the number of disadvantaged students who are NEET with all students having a place in education, training or employment upon leaving school.
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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: £ 99,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Staff Overstaffing in English and Maths means expert teachers are employed to provide targeted support in core via 'support' lessons or 'team teach' targeted classes were where students are	This provision enables personalised learning and more focused classroom interventions for Pupil Premium students at risk, helping to raise their academic performance and academic confidence. Key Texts: 'Team Teaching: What, Why, and how?' by Francis Buckley. 'Co-Teaching in the Classroom' Marilyn Friend	2, 3, 4, 5

most at risk of underachievement.	EEF's Teacher Professional Development Guidance (2016): '...high-quality professional development that 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.	
CPD: High Quality Teaching External CPD providers alongside in-house expertise to deliver an extensive CPD programme, equipping staff in the 2026-27 priority areas: • Behaviour and culture • Inclusive practice • Deliberate practice: oracy, responsive teaching, building for independence • Reading Curriculum design and development including homework provision, support for self-directed study and information design. Deliberate practice CPD focusing on adaptive teaching, responsive teaching, questioning, oracy and independent learning. Ensure purposeful homework and self-directed study strategies are explicitly taught and supported.	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.' 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 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 EEF evidence suggests metacognition and self-regulation strategies can help ensure 7+ months progress: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition 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 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/homework#:~:text=There%20is%20some%20evidence%20that,nor-mal%20school%20time%20is%20important Key Texts: 'Leading Exceptional CPD: How to Create a Culture of Growth in Your School' - S. Fraser 'Huh: Curriculum Conversations Between Subject and Senior Leaders' - Tomsett & Myatt	2, 3, 4, 5

	'When the Adults Change, Everything Changes' – P Dix 'Running the Room: The Teacher's Guide to Behaviour' – T. Bennett	
Closing Barriers: Reading and Communication • CPD (see above) • A teacher of English is completing the NPQLL to support whole school literacy drive. • Continued curriculum refinement focussed on the development of reading and disciplinary literacy. • Pastoral curriculum – reading during form time continues with a range of challenging, engaging texts. • Reading software to support reading accuracy, fluency and speed. • IDL – dyslexia support programme coming online • TLR Reading Lead to develop strategies and share best practice at whole school level. • Level 2 English Functional skills now offered to two groups at KS4 to support those with weak literacy in Year 10.	Key Texts: 'Closing the Reading Gap' – A. Quigley 'Closing the Vocabulary Gap' – A. Quigley 'Reading to Learn in Secondary Classrooms.' - D. Perna and S. Mahurt EEF - 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.' 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.' EEF: https://educationendowmentfoundation.org.uk/news/through-the-keyhole-of-the-house-of-reading-part-3-supporting-struggling-readers	3, 4
Online Learning Platforms and Resources • Access to online learning platforms that offer personalised learning, revision resources, and interactive activities	EEF summary of recommendations: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf?v=1765702992 Research by the EEF focuses on how online platforms can benefit students with special educational needs (SEN): 'Online platforms that offer flexibility and the	

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 within curriculum model.	ability to adjust content to individual needs can be particularly useful in supporting students with SEN.' 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] The Centre for Research and Reform in Education: 'Pupil Premium students using Reading Plus made substantially more progress than similar students in control groups.' https://www.readingplus.com/efficacies/ 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.	
Broadening Horizons: - Curriculum design and refinement with continued focus on alumni, links to careers and post-16 opportunities with the application of learning to 'real world' contexts. - 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. - In 2026, introduction of Handwriting intervention to support students with their written communication to reduce barrier of learned knowledge being clear.	An effective curriculum must develop cultural capital amongst disadvantaged students because opportunities outside of school may be more limited. 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.' 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.' 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" Pinkett and Roberts, 2019: 'Pupils from disadvantaged backgrounds generally receive less exposure to ideas that are likely to enable them to accrue cultural capital.' Sumner et al. (2024), <i>Doing the 'write' thing: handwriting and typing support in secondary schools in England</i>	1, 4, 5, 7

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

Budgeted cost: £ 184,747

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and Handwriting Interventions <i>Reading Intervention Lead:</i> This role provides explicit instruction in phonics and fluency for targeted students, many of whom are PP. Students receive a minimum intervention of three session per week. <i>Learning Coaches:</i> Members of the Learning Coach team directed to targeted interventions as part of pastoral curriculum, supporting comprehension, fluency and reading confidence, as well as handwriting. <i>Transition summer read</i> Students gifted a novel as part of transition package. Browns Book funding used to promote a love of reading through buying selected departmental recommended reads. Embed disciplinary literacy and Read Like A strategies across all curriculum areas. Launch whole-school oracy programme including Think Pair Share Ready to Report Back, ABC discussion protocols and explicit teaching of Powerful Words.	EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics ‘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 age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.’ 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.’ 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.’ NACE: Transition reading ‘instil or maintain a love of reading for pleasure, often fostered at primary school, while stretching learners to extend their knowledge...’	2, 3, 4

Handwriting intervention for pupils whose written communication is a barrier to demonstrating learning.		
Homework support Extended access to homework clubs after school with effective deployment of learning coaches to provide support.	EEF: 'Homework clubs can help to overcome barriers by offering pupils the resources and support needed to undertake homework or revision.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework#:~:text=There%20is%20some%20evidence%20that,normal%20school%20time%20is%20important	1, 2, 5
KS4 Revision Support • Explicit teaching of study skills delivered both during the pastoral curriculum and through the taught curriculum across individual subjects • Targeted interventions via after school classes • High-quality revision materials provided • Walk and Talk Mocks	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.' Evidence also suggests metacognition and self-regulation strategies can help ensure 7+ months progress: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition 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.' EEF: 'Mentoring interventions may be more beneficial for [disadvantaged] pupils, as the development of trusting relationships with an adult can provide a different source of support.'	2-5

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

Budgeted cost: £ 131,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
Role of PP and Inclusion Co-ordinator: - Form tutor targeting students with PA. A smaller, nurture environment to support engagement in school life. 3 forms where students are in this group. A total of 15 PP students utilise this provision as of September 2026. - Targeted academic mentoring and support with wellbeing identified as needing support. - Co-ordinates support with practical resources (uniform, equipment etc.)	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.' 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.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring 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.' 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.'	All
Supporting Attendance, Engagement and Wellbeing -BEST Attendance drive to continue to improve student engagement with their own attendance and life profile of attendance in school. -Whole school attendance initiatives, including Freddie's 15 (festive countdown), weekly prizes for best/most improved attenders and half termly celebration events e.g. attendance breakfasts. -Extensive extra-curricular programmes and	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment The higher the overall absence rate across key stages, the lower the likely level of attainment at the end of KS2 and KS4. 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. Students with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent	1, 5

opportunities. Most notable in the Arts and PE with outside agency involvement e.g. <i>Nowt to Do</i>, <i>Curious Minds</i>, <i>National Theatre</i>, Extensive PD and careers curriculum, including a range of outside speakers and agencies, designed to engage harder-to-reach students and improve aspiration. -Subsidised trips and experiences – aiming to poverty proof our trip / wider experiences offer where possible. -Introduce attendance band intervention for pupils between 92-95% attendance using targeted nudge messaging, form tutor monitoring and strategic parental communications. -Develop attendance trackers and RAP reviews to identify disadvantaged pupils at risk of Persistent Absence before they reach the 90% threshold. -Strengthen belonging through rewards, attendance celebrations, enrichment participation and targeted mentor support.	including English and mathematics than students that missed 15-20% of KS4 lessons. Social Mobility Commission: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf From the above: ‘Our qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. Some also perceive them as important for their long-term career aspirations as well as useful in building stronger university and job applications... The analysis found that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling – even after holding constant important background factors (gender, age, parental education, household income, and ethnicity).’ ‘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.’ 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...’ 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. https://www.gatsby.org.uk/education/activity/good-career-guidance/	
Closing barriers: behaviour and access • Funding directed to AP provisions to provide	https://explore-education-statistics.service.gov.uk/find-statistics/suspensions-and-permanent-exclusions-in-england/2023-24 (Last updated, October 2025)	1, 2, 5

alternative pathways for disadvantaged students at high risk of permanent exclusion / with significant SEND needs to safeguard their places in mainstream secondary school. • Further opportunities for students from PP families to attend additional extracurricular HAF funded projects during half terms including Summer Schools.	National statistics: 'The suspension rate for pupils eligible for FSM was more than four times that of pupils who were not eligible, with rates of 27.55 and 5.99 respectively. Permanent exclusion rates were also higher for FSM-eligible pupils, with a rate of 0.33 compared to 0.06 for pupils who were not eligible.' 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.	
Closing barriers: Parental Engagement • <i>Satchel:One</i> for improved communications between parent and school. • <i>SIMS</i> used for regular messaging on year group updates, whole school messaging and targeted attendance drive. • Highly effective social media presence which promotes and celebrates school culture and student achievement	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.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents 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.'	1, 5
Closing barriers: Mental health • CAMHS link worker to support half termly within school. • MHST in school working with individuals • Fully qualified school based Mental Health Co-ordinator/practitioner • Counselling service available in school and students referred for support. • PD curriculum designed to support mental health, build resilience and provide strategies to help. External agencies delivering aspect of the PD curriculum as appropriate.	EEF: 'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 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. Findings from 'Mental Health of Children and Young People in England, 2023' - wave 4 follow up to the 2017 survey: • Children with a probable mental disorder were less likely to have positive views of	1, 5

• External agencies delivering CPD to whole staff on trauma-informed practice and emotional regulation. • Well-established and experienced team of Non-Teaching Heads of Year who are with the students for 5 years and know families and students extremely well.	school than those unlikely to have a mental disorder as follows: • 75.3% agreed that 'I have at least one friend I can turn to for support' compared with 92.4% of those unlikely to have a mental disorder • 56.3% agreed that 'I feel safe when I am at school', compared with 85.1% of those unlikely to have a mental disorder • 49.1% agreed that 'I can be myself at school', compared with 84.6% of those unlikely to have a mental disorder • 35.2% agreed that 'I enjoy learning at school', compared with 70.9% of those unlikely to have a mental disorder	
Closing barriers: Creating a sense of belonging. -Whole school approach of 'Buzz of Excellence' programme where students are recognised for their efforts and achievements at school. -Introduction of further opportunities for students to participate in HAF half term camps at school. -Breakfast club – PP students and vulnerable students available to come to school each morning for breakfast club in Inclusion. - Reward strategy of BEST tickets and Freddie's Focus on the Stars to promote positivity across the school. - Support for students to meet hidden costs – uniform, coats for schools, -Track participation of disadvantaged pupils in enrichment, student leadership, careers and alumni activities. -Undertake poverty-proofing activity to identify and remove barriers to engagement, attendance and participation.	DfE: Research Report: August 2026. <i>School belonging and attainment at key stage 4: linked data study</i> – this new study has examined whether student belonging and attainment go hand in hand. It has found that disadvantaged pupils are more likely to experience weaker engagement/belonging which is associated with poorer attendance. Therefore, strengthening pupils' connection to school forms part of the wider strategy to address barriers to attendance and achievement too. EEF: Build a culture of community and belonging for pupils https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils	1, 2, 5

Total budgeted cost: £ 416,466

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Looking at the data from the most recent examination results for 2026, Fred Longworth's Attainment 8 figure has continued to improve and for disadvantaged pupils it has risen from 35.6 to 37.38 (increase of 1.78) showing that there is an overall improvement in attainment for disadvantaged pupils. Even though there has been the improvement, there is still a gap in attainment for PP students compared to Non-PP students which we are striving to reduce.

There were also improvements by 0.53% in disadvantaged students achieving Grade 5+ in English and Maths. However, the proportion of disadvantaged students achieving 4+ in English and Maths decreased from 49% to 44.12%.

Whilst the improvement in Attainment 8 and Grade 5+ in English and Maths is encouraging, the decline in the proportion securing the Grade 4+ indicates that further work is required to improve outcomes for disadvantaged students. This remains a priority for Fred Longworth High School for the 2026-2027 academic year.

To address gaps in reading for disadvantaged pupils, Fred Longworth has utilised a range of reading interventions to support with reading fluency, decoding and reading speed. Interventions have included the use of form time where sessions on explicit instruction, phonics, fluency and comprehension. At the end of the 2025 - 2026 academic year, the average SAS score for disadvantaged pupils had increased in Years 7 -9. Over the next academic year, Fred Longworth will continue to target specific support at pupils who need to develop their reading skills. The average SAS scores for the 2025-2026 academic year were as detailed below:

	Sept 2025	June 2026
Year 7	102.3	103.6
Year 8	103.2	105.8
Year 9	100.1	100.7
Year 10	98.7	98

At Fred Longworth, we value written communication and promote clear handwriting. We have noticed that there are pupils in school who are struggling with their handwriting. For the academic year 2026-2027 a new focus of handwriting intervention will be embedded into school life to support those students who are struggling with the clarity of their written work – this will include disadvantaged children.

Fred Longworth High School is incredibly proud of the extra-curricular offer for students, and the enrichment activities that are provided for students. 87.7% of pupils participated in an enrichment activity across the academic year 2025-2026 and a high proportion were involved in Extra Curricular Clubs. As part of the strategy for 2026-2027, the attendance to these extra-curricular clubs and activities will continue to be a focus. Fred Longworth will continue to support and encourage all disadvantaged pupils to partake in extracurricular and enrichment activities.

Ultimately, the challenges of behaviour and attendance for the disadvantaged pupils are still present at Fred Longworth. As a school we are wanting to support these pupils by building a sense of belonging and excellence. In 2026 – 2027 academic year, we are developing our 'Buzz of Excellence' drive to enhance the praise and recognition our students get each day. There will be a renewed focus on praise through Freddie's Focus on the Stars, 'Freddie's Friday Fanfair' alongside reward points given.

Externally provided programmes

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)