

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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/ outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Longridge High School
Number of pupils in school	818
Proportion (%) of pupil premium eligible pupils	32% (291)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 to 2028
Date this statement was published	November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Mr N Riley Headteacher
Pupil premium lead	Mrs E Place Assistant Headteacher
Governor	Ms F. Ackroyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Statement of intent

Our aim is to provide all pupils with the opportunity to achieve their potential. We employ strategies and interventions aimed at removing any barriers to learning and personal development, caused by deprivation, personal circumstances or learning gaps.

The key principles which underpin our strategy plan are:

- Improve attendance and engagement.
- Raise attainment and close the gap between disadvantaged pupils and their peers.
- Provide access to enriching experiences that build character and aspiration.
- Support wellbeing and behaviour through early intervention.
- Support pupils and their families.

Our intent is to ensure that all pupils, particularly disadvantaged pupils attend school regularly and punctually so that they can fully access the learning opportunities and achieve their potential. We recognise that pupils are more likely to experience barriers that can impact attendance, leading to gaps in learning, reduced engagement and lower attainment. Through a proactive and supportive approach, we aim to reduce persistent absence and improve overall attendance rates and strengthen partnerships with families. Early identification of attendance concerns and personalised support will enable pupils to attend school consistently and benefit from a broad and ambitious curriculum. By improving attendance, we expect disadvantaged pupils to engage more fully in learning, develop positive attitudes towards school and achieve outcomes that are in line with their peers.

Our intent is to ensure that all pupils, particularly the disadvantaged make strong academic progress and achieve high levels of attainment. We recognise the barriers can impact on pupil learning and achievement, leading to gaps. Through a proactive and targeted approach, we aim to identify and address learning gaps early, provide high quality teaching and deliver effective interventions that meet individual needs. We believe that consistently high quality first teaching, is fundamental to improving the outcomes and opportunities for our most disadvantaged pupils. We provide a broad, balanced, relevant and ambitious curriculum for all our pupils, which fosters an aspirational culture of high achievement. This curriculum has a foundation of equality, inclusivity, and diversity. It aims to give pupils the important knowledge they need to understand, participate, question, and interpret themselves and the world around them. By carefully monitoring progress and offering personalised support, disadvantaged pupils can achieve their full potential that is in line or exceed those of their peers.

Ongoing curriculum revisions and improvements in the quality of teaching means that disadvantaged pupils at both key stages are continuing to make progress across school life. The Progress 8 score for disadvantaged pupils has improved from – 0.71 in 2023 to -0.31 in 2024, closing the gap between the progress made by non-disadvantaged pupils. In 2025, the Attainment 8 score for PP pupils was 35.10. There is no progress data available for this cohort due to pupils not sitting KS2 SATs because of the pandemic.

We aim to ensure that all pupils', particularly disadvantaged pupils have access to the same enrichment experiences that help support their personal development, broaden horizons and raise aspirations. We recognise that pupils may face barriers that can impact on their participation in extracurricular, educational visits, cultural experiences and leadership opportunities, leading to gaps when compared with their peers. Through a proactive and targeted approach we aim to remove financial and practical barriers that may prevent engagement. We are committed to creating an inclusive environment where disadvantaged pupils feel encouraged, supported and empowered to take part in the full life of the school. Through these experiences, pupils will broaden their knowledge of the world, discover new interests and talents, strengthen social skills and aspire highly for their future.

Our intent is to ensure that all pupils, particularly disadvantaged receive the support they need to maintain positive mental health, emotional wellbeing and behaviour. We recognise that disadvantaged pupils may be more likely to experience social, emotional and mental health challenges, low self-esteem, anxiety and behavioural barriers that can impact on their learning and overall success in school. Through a proactive and targeted approach, we aim to identify needs early and provide timely support to help pupils develop resilience, emotional regulation, positive relationships and coping strategies. By working closely with pupils, families, pastoral teams, external agencies and mental health professions we ensure that barriers to learning are addressed and that pupils feel safe, valued and supported. We are committed to fostering a nurturing and inclusive environment so that disadvantaged pupils can access the help they need to thrive emotionally, socially and academically. Through effective support and intervention, we expect pupils to demonstrate improved wellbeing, stronger engagement, better attendance and positive conduct across the school community.

We recognise the vital role that families play in supporting pupils, and our intent is to strengthen these partnerships. We provide guidance, signposting and access to relevant services where appropriate. Through regular communication, workshops, pastoral support and collaboration with external agencies we aim to empower families with the knowledge and strategies needed to support children effectively. Therefore, promoting positive outcomes for pupils both at home and in school.

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance rates and higher rates of persistent absenteeism of disadvantaged pupils.
2	Lower KS4 attainment rates for the disadvantaged cohort. This is evident across core and option subjects where gaps are still evident. In some curriculum areas, gaps are narrowing. There is still a gap for attainment and progress at both key stages.
3	Reading and numeracy levels of some disadvantaged pupils on school entry.
4	Individual pupils' social, emotional, and behavioural barriers identified and supported.
5	Low aspirations and careers goals. Limited experiences beyond home and immediate community including cultural capital and enrichment opportunities. Low participation in enrichment/extra-curricular activities and low uptake of leadership roles in and out of school.
6	Digital and resource divide – some PP have limited or no access to electronic devices, resources, books, and internet connectivity.

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
Increase attendance rates for disadvantaged pupils to narrow the gap with the non-disadvantaged cohort.	All disadvantaged pupils will meet national expectations for attendance and persistent absence.
Improve attainment at the end of KS4 amongst the disadvantaged cohort in all subject areas.	Reduced gap in disadvantaged and non-disadvantaged cohort attainment scores. Disadvantaged cohort meet target grades in summative and final assessments.
To improve the quality of first-time teaching – specifically regarding challenge for all, effective feedback, modelling and metacognition and self-regulation. Application of Rosenshine.	Effective quality first teaching will be seen during lesson visits/book scrutinises/pupil discussions and will be reflected in the improved outcomes for all pupils.

Improvement in the effectiveness of formative and summative assessments and feedback.	Embed high-quality assessment and feedback in all subjects that clearly assess what has been taught and remembered and identifies gaps in knowledge and skills and informs future planning.
All pupils feel comfortable in school and can concentrate in their learning.	Pupil Premium funding used to support families suffering hardship such as replacement uniforms, shoes, help with music lessons and access to breakfast provision.
Sustained and improved reading comprehension and numeracy levels among the disadvantaged cohort by end of KS3	Reading ages show a sustained and improved rise in line with chronological age/non disadvantaged cohort. Numeracy intervention data and assessment evidence show an improved level of numeracy skills in identified cohorts at KS3.
Individual pupils' social, emotional, and behavioural barriers identified and supported. Early intervention to improve pupil engagement and reduce behaviour issues.	Reduced levels of behaviour incidents in school for disadvantaged cohort. Effective deployment of TA's.
Future pathways for all disadvantaged pupils show ambition and aspiration. A range of cultural capital, leadership and enrichment opportunities are pursued and enjoyed by the disadvantaged cohort.	All disadvantaged cohort have a personalised and aspirational career plan/training place and NEET figures are in line with non-disadvantaged. Disadvantaged cohort is proportionally represented as prefects and other roles of leadership/responsibility. Increase in disadvantaged cohort regularly involved at lunchtime and extra school activities.
All pupils have access to appropriate technology and access to Wi-Fi at home and school.	Survey identifies pupils without technology and Wi-Fi. School arranges appropriate resources. Pupils can access home learning and revision materials and work independently. Homework Hubs for KS3 and KS4 are attended by disadvantaged pupils where required.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £155,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: Improving Quality First Teaching - Staff training (pedagogy and practical strategies) and regularly measuring its impact on teaching and learning. All staff know and understand the barriers to learning and to adapt teaching and learning to meet the personalised needs of individual pupils of the disadvantaged cohort. Additional support for ECT's. Supporting ECTs helps them develop effective classroom practice more quickly through mentoring, feedback and coaching. All staff to follow the 'PP Priority Access Strategy' in terms of equity of opportunity for quality first teaching, inclusive and supportive feedback, and experiences of celebrating success. Continued implementation of teaching and learning non – negotiables, with focus on Rosenshine, through INSET, CPD and NC training. Continued development of adaptive teaching strategies through INSET and CPD. Fully inclusive and ambitious curriculum implemented by subject areas to ensure that all disadvantaged pupils have a seat at the table'. High level subject specific feedback and adaptations for disadvantaged cohort in all curriculum areas.	The EEF guide to the Pupil Premium. A tiered approach to spending. Evidence shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. High-quality teaching has the greatest effect on disadvantaged pupils because it: Reduces the attainment gap, Improves access to curriculum knowledge, Increases consistency of learning across subjects. Adaptive teaching uses several approaches that do have measured impact: Strategy within adaptive teaching: Feedback +6 months, Metacognition +7 months, Mastery learning +5 months (EEF) EEF: Teacher Feedback to Improve Pupils' Learning Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. Feedback +6 months Oral feedback +7 months Written feedback +5 months Supporting ECTs improves classroom instruction, behaviour management, assessment and feedback and adaptive teaching. This improves outcomes for all pupils, but especially disadvantaged pupils who rely most on school-based teaching. Rosenshine overlaps strongly with several EEF-backed approaches: Daily review -> Retrieval practice (strong impact) Small steps -> Mastery learning (+5 months) Questioning -> Formative assessment (high impact) Guided practice Feedback -> (+6 months) An ambitious and inclusive curriculum improves teaching by ensuring: All pupils access the full curriculum (not a reduced version), high expectations are maintained for all	2, 3, 4, 6

To improve metacognition and to encourage pupils to engage with their own progress, revision resources and plans.	learners, knowledge builds logically over time (sequencing and progression). This leads to strong improvements in attainment, especially for disadvantaged pupils. Teaching metacognitive strategies to pupils can be an inexpensive way to help them become more effective learners. The EEF Teaching and Learning Toolkit estimates: +7 months' progress.	
Teaching and Attendance: Improving attendance enables disadvantaged pupils to access high-quality teaching consistently, increasing exposure to curriculum content and reducing lost learning time. Increase attendance rates for PUP pupils to 94% and to narrow the gap to 3 % with non-PUP pupils. Attendance systems and processes allow for tighter monitoring and subsequent interventions for absent pupils Use of Synergy to signpost appropriate work for absent pupils. Pastoral Support Officers and Pastoral Leaders work closely with the Attendance Officers to monitor attendance daily and analyse with DHT weekly, to identify specific pupils for support. PP a focus of fortnightly reports to SLT on attendance. Home visits made on a weekly basis, with PP pupils a key focus All staff to follow the 'PP Priority Access Strategy' in terms of attendance. Phone calls home for non-attendance. Identification and removal of barriers to regularly attending school.	The EEF guide to the Pupil Premium. A tiered approach to spending. Evidence shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. According to the EEF: Attendance is one of the most identified barriers to achievement for disadvantaged pupils. Persistent absence is strongly associated with lower attainment and widening educational inequality. Improving attendance is considered an important part of improving outcomes for disadvantaged pupils. Pupils with no absence are 1.3 times more likely to achieve grade 4 or above, and 3.1 times more likely to achieve grade 5 or above, than pupils who have missed 10-15% of all sessions (DfE research found on The Key) According to the EEF, parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Home visits can identify safeguarding concerns early, support vulnerable families, reduce risk factors that affect learning link families to external services. This improves pupils' readiness to learn, which indirectly supports attainment. Parental Engagement. Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	1,2, 5

Deploy trained teaching assistants to: Deliver structured small-group interventions in literacy, numeracy and subject-specific areas; Supplement high-quality teaching and promote pupil independence.	The EEF guide to the Pupil Premium. Interventions will be evidence-informed, time-limited and monitored for impact. Teaching Assistant Interventions: +4 months' progress on average over the course of a year.	2, 3

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

Budgeted cost: £ 28,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Interventions: Guided reading and numeracy group intervention sessions with identified PP Year 7 and 8 pupils with specialist teachers/TA3. Sparx reading assessment used to baseline all pupils and measure progress. Pupils who need additional support are targeted through the Lexia program, and other programs listed below. <u>Literacy interventions</u> - Fresh Start Phonics Reading Intervention - Powerup - Lexia - Sparx Reader - Structured reading for pleasure in	Literacy: The EEF's Teaching and Learning Toolkit estimates that reading comprehension strategies can lead to around +6 months' progress on average when implemented effectively. Phonics impact +5 months (EEF Toolkit) TA interventions impact +4 months (EEF Toolkit) Small group tuition impact +4 months (EEF Toolkit) On average, 20% increases in vocab test scores Lexia impact: All pupils +1 month progress FSM / disadvantaged pupils +2 months progress Word recognition & decoding +2 months progress Reading fluency & comprehension +1 month progress Numeracy: Digital / adaptive learning programmes (like Sparx Maths) Typically +3 to +5 months progress.	3, 4

morning tutor sessions <u>Numeracy interventions</u> • Sparx Maths to support learning and catch-up at KS3/KS4 • Maths fluency (Sparx) • Number Stats • Basic Skills groups years 7 - 10		
Targeted intervention: Period 6 lessons, drop down days and after-school intervention sessions for KS4 cohort to provide revision and consolidation activities in identified subject areas for as catch up sessions particularly for pupils who have issues with attendance with punctuality.	The EEF guide to the Pupil Premium. A tiered approach to spending. Evidence shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. Extended school time +3 months (EEF Toolkit)	1, 2, 3,
Year 11 intervention package to include: Revision guides bought for all GCSE subjects, Site licenses for Sparx Maths, Sparx Reader, Lunchtime, afterschool and holiday revision programme. Bespoke, targeted, in school intervention programme focusing on Maths and English. Parent information evening for Parents/Carers of Year 11.	Parental engagement +4 months (EEF Toolkit) 1:1 tuition +5 months (EEF Toolkit) Individualised instruction +4 months (EEF Toolkit) Oral language interventions +6 months (EEF Toolkit) Homework +5 months (EEF Toolkit) Mentoring +2 months (EEF Toolkit) When SEMH needs are met, pupils are more able to access learning consistently, which improves progress. SEMH provision	2, 3, 4, 5

Parental engagement through school newsletter and targeted Synergy messaging/phone calls. Website information with curriculum overview and signposting to subject specific revision resources. Additional SEMH support for most vulnerable. Targeted cohorts identified for additional motivational support. Comprehensive careers package and 1:1 pupil interviews (at least 2 for PP pupils)	can improve exclusion rates, progression to further education or training long-term life chances. Careers interventions are most effective for disadvantaged pupils in: ✓ Post-16 progression - Reduced NEET risk (Not in Education, Employment or Training) - Better transition to college, apprenticeships or sixth form ✓ Engagement and motivation - Increased relevance of school learning - Improved attendance and behaviour (indirectly) ✓ Aspiration and social capital - Exposure to careers they may not otherwise access - Better understanding of options beyond local environment	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 59,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing: Continuation of free breakfasts for all pupils with specific focus on disadvantaged pupils and their families.	Breakfast clubs have been shown to have positive impacts on pupils: 'Schools generally reported improvements in concentration and in behaviour from pupils attending breakfast clubs. Schools attributed this in part to children not being hungry, and in part to the new routine of the breakfast club which allowed pupils to settle into school more calmly and be more ready to learn when lessons started' (Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation, DfE, 2017)	4,

Trips and visits/extracurricular activities and opportunities to include peri music. Increase the provision of extra-curricular activities that run at lunchtime and afterschool as identified through pupil voice. Increase the number of trips and visits that supports the implementation of the curriculum. Where there is a cost implication for attendance at extra-curricular event, there is provision put in place to support those families with limited income.	The EEF guide to the Pupil Premium. A tiered approach to spending. With priority access: PP pupils are more likely to receive additional academic and pastoral support It helps close gaps in participation (“opportunity gap”). Arts participation +3 months (EEF Toolkit) Opportunity for trips mainly affect: engagement, enrichment, cultural capital, personal development Aspirations. When cost implications are met attendance improves.	2, 4, 5,
Targeted and effective pastoral support for disadvantaged students including service children, LAC, and post LAC. Both in and out of school. Use of pastoral team and external agencies to work with most vulnerable disadvantaged and non-disadvantaged pupils at risk of permanent exclusion. EP assessment and specialist teacher involvement. Support from Trust schools where applicable.	The EEF guide to the Pupil Premium. A tiered approach to spending. Evidence suggests that there is an above average link between disadvantaged pupils and risk of exclusion. The school will take action to identify these pupils at risk of exclusion and work with them on reflection and self- management/regulation. Individualised instruction +4 months (EEF Toolkit) Behaviour interventions +4 months (EEF Toolkit) Mentoring +2 months (EEF Toolkit)	1,2,3,4,5,6

Careers advisor and careers events are utilised to raise pupils' aspirations and ambition for the future. PP pupils actively encouraged to apply for prefect (Year 11) and school council roles in years 7 to 11. This allows all groups to be clearly represented, giving a voice and a platform and enhancing wider participation and commitment to school life.	The EEF guide to the Pupil Premium. A tiered approach to spending. Careers advisers significantly improve: Uptake of college, sixth form and apprenticeships. Quality of post-16 choices. Reduction in NEET risk (Not in Education, Employment or Training). Anecdotal evidence of improved engagement when pupils are involved in extra-curricular activities. Some clubs e.g. PE or art are directly linked to classroom outcomes. Pupil leadership can: Improve behaviour standards through peer influence, Increase responsibility and accountability, Strengthen school ethos and expectations, Develop sense of belonging, responsibility and ownership, Increase attendance and participation	1, 4, 5,
All PP have home access to suitable digital technology and Wi-Fi – issue laptops and dongles to identified pupils.	EEF: Using Digital Technology to Improve Learning Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning and completion of independent study/homework.	6

Total budgeted cost: £ 264,378

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.

Desired outcomes from 2024-25 plan	Impact
Improving Quality First Teaching - Staff training (pedagogy and practical strategies) and regularly measuring its impact on teaching and learning.	External QA of the curriculum evidences that the curriculum is ambitious and fully inclusive. Staff are adapting the curriculum consistently to ensure that the needs of all pupils are met, and this includes disadvantaged pupils. Learning walks, book looks and pupil voice also show that the revised curriculum across all subject areas is ambitious and fully inclusive, and this is supported by a consistent and focused approach to quality first teaching, underpinned by the principles of Rosenshine. Results for GCSE 2024 show that disadvantaged pupils improved in every category on previous years, with A8 moving from 35.98 to 39.49; 7+ English and Maths moving from 0% to 5.7%; 5+ English and Maths moving from 18.2% to 30.20%; 4+ English and Maths moving from 42.4% to 54.70%. Results for 2025 are not yet verified but results in all the Maths and English indicators are higher than 2023, consolidating 2024 results.
All staff to know and understand the barriers to learning and to adapt teaching and learning to meet the personalised needs of individual pupils of the PUP cohort – Pupil Passports for identified vulnerable pupils.	INSET on adaptations delivered to all staff to ensure that the needs of the pupils are met across all subject areas. Rosenshine principles are being embedded consistently across the school. Pupil passports have been reviewed and are used to ensure all pupils receive the necessary support. A non-teaching assistant SENCO has been appointed to support the SENCO with intervention programs.
Guided reading and numeracy group intervention sessions with identified PP Year 7-10 pupils with specialist teachers/TA3. Use of intervention programmes such as GL Reading Assessment and IDL to help speed up the recovery programme.	Pupils identified for reading intervention followed a full range of intervention strategies based on GL assessments and KS2 Reading SAS. Impact evidence shows that the majority of pupils made progress from their starting points. Reading intervention groups were run across KS3, with an intervention group for reading at KS4. Pupils were enrolled on IDL. Pupils were also supported through working memory groups, social skills groups and a library reading group. During the Summer term, the school invested in the Lexia program. Numeracy interventions were run through the SEND Department, as well as targeted interventions from

	the Maths Department, which led to improvements in Numeracy.
To improve metacognition and to encourage pupils to engage with their own progress, revision resources and plans. All pupils have access to appropriate technology and access to Wi-Fi at home and school.	Year 11 Study Saturday opportunities promoted for identified cohort. Regular assessments in all subjects in Year 11 gave rich data on revision gaps and effective feedback from PP cohort. All PP pupils given subject revision guides and access to equipment and stationery to aid independent revision. All disadvantaged pupils are supported with additional resources should they need them. In Year 10 and Year 11, disadvantaged pupils are given GCSE revision materials. They are also targeted for additional support through revision sessions and given access to private study facilities. At KS3, pupils are encouraged to use the after-school homework hubs, which are staffed by Teaching Assistants. Pupils are encouraged to have a complimentary breakfast on a daily basis in the dining room before school.
Trips and visits/extra-curricular activities and opportunities.	School is clear in its ambition that all pupils will engage in at least one extracurricular activity on a regular basis. 2024/25, 82% of disadvantaged pupils engaged in at least one activity.
Pastoral support for disadvantaged pupils including service children, LAC, and post LAC Individual pupils' social, emotional, and behavioural barriers identified and supported. Early intervention to improve pupil engagement and reduce behaviour issues. Increase attendance rates for PP pupils to narrow the gap with non-PP pupils	The addition of Pastoral Support Officers, who are non-teaching, has meant that all pupils, and specifically disadvantaged and other vulnerable pupils, have more focused team around the pupil support, which has added additionality to the support already in place. The impact of this is now being realized, with fewer suspensions and improved attendance. Pupil voice shows that pupils feel safe and supported in school, with all pupils having a trusted adult they can speak to. The additional support from Pastoral Support officers has led to improved attendance and a reduction in the number of PAs in line with National Average, monitored weekly through Synergy and the Pastoral Team. PP Attendance has shown improvements from 2023-4 to 2024-25 from 86.9% to 87.01% and the PP PA figure has reduced from 46.3% to 40.0%. Both indicators are better than the national average.
Careers advisor and careers events are utilised to raise pupils' aspirations for the future.	All disadvantaged pupils had an additional careers interview and post 16 figures show that 94% of disadvantaged pupils are studying at college or are enrolled on apprenticeships

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	N/A