

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)	2024 to 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs J Green Headteacher
Pupil premium lead	Mrs E Place Associate Assistant Headteacher
Governor	Ms F. Ackroyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

The legacy of the pandemic continues to have an impact on the lives of many of our pupils and their families within the community that we serve. The ongoing cost of living crisis also disproportionately impacts on our most vulnerable and disadvantaged families. An increasing number of pupils face extensive challenges with their social, emotional and mental health.

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.

At Longridge High School, we have high expectations from all and for all. This is particularly important for our disadvantaged school community. We believe that consistently high quality first teaching, proactive and caring pastoral support and high aspirations for our pupils are fundamental to improving the outcomes and opportunities for our most disadvantaged pupils. We provide high quality pastoral support which is personalised to meet the needs of the individual, the family, and the barriers to success. This enables each pupil to achieve their full potential and be a confident and articulate member of our school community.

To be successful, we implement a range of educational and pastoral strategies to support and stretch pupils and allow them to thrive at an aspirational level whilst also providing support to help pupils overcome any barriers to learning which they may have.

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.

Our main intent for our disadvantaged pupils is to ensure and assure that they have ‘a seat at the table’ of society and are empowered with a confident voice for themselves and others through ‘the best that has been thought and said.’ We want pupils to embrace and celebrate their own and others’ diversity and cultures through ‘windows, mirrors and sliding glass doors’ promoting self-reflection, self-awareness, and social awareness. Therefore, cultivating an aspirational ethos for pupils to be the best version of themselves both as an individual and a member of society.

The governing body, the leadership team, teaching, and pastoral staff are all committed to ensuring that all our pupils, whatever their need or ability, benefit from the highest quality of teaching in and out of the classroom. That all pupils have equality and equity of opportunity to realise their full potential and ambition and achieve excellence in all that they do.

Our key principles which underpin our strategy plan are:

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

We aim to deliver a strategy that is evidence-informed, sustainable, and embedded within our wider school improvement plan.

Challenges

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

Challenge number	Detail of challenge
1	Lower KS4 attainment rates for PP cohort. This is evident across core and option subjects where gaps are still evident. In some curriculum areas, gaps are narrowing. However, the continued impact of school closures has meant that there is still a gap for attainment and progress.
2	Reading and numeracy levels of some PP pupils on school entry.
3	Individual pupils' social, emotional, and behavioural barriers identified and supported.
4	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.
5	Lower attendance rates and higher rates of persistent absenteeism of PP/disadvantaged pupils; particularly those in receipt of FSM.
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
Improve attainment at the end of KS4 amongst PP cohort in all subject areas.	Reduced gap in PP and non-PP cohort attainment scores. PP 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.	Effective quality first teaching will be seen during lesson visits/book scrutinies/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 are able to concentrate in their learning.	PP funding used to support families suffering hardship such as replacement uniforms, shoes, help with music lessons.
Sustained and improved reading comprehension and numeracy levels among PP cohort by end of KS3	Reading ages show a sustained and improved rise in line with chronological age/non PP. Numeracy intervention data and assessment evidence shows 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 PP cohort.
Future pathways for all PP pupils show ambition and aspiration. A range of cultural capital, leadership and enrichment opportunities are pursued and enjoyed by PP cohorts.	All PP have a personalised and aspirational career plan/training place and NEET figures are in line with non-PPs. PP proportionally represented as prefects and other roles of leadership/responsibility. Increase in PP regularly involved at lunchtime and extra school activities.
Increase attendance rates for PP pupils to narrow the gap with non-PP pupils.	All disadvantaged pupils will meet national expectations for attendance and persistent absence.

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 PP where required.
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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: £164,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving Quality First Teaching - Staff training (pedagogy and practical strategies) and regularly measuring its impact on teaching and learning.	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.	1
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 disadvantaged cohort.	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.	1,2

<p>All staff to follow the 'PP Priority Access Strategy' in terms of equity of opportunity for quality first teaching, incisive and supportive feedback, and experiences of celebrating success.</p> <p>Continued implementation of teaching and learning non – negotiables, with focus on Rosenshine, through INSET, CPD and NC training.</p> <p>Continued development of adaptive teaching strategies through INSET and CPD.</p>	<p>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.</p>	<p>1,2</p>
<p>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.</p>	<p>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.</p>	<p>1</p>

<p>Guided reading and numeracy group intervention sessions with identified PP Year 7 and 8 pupils with specialist teachers/TA3.</p> <p>Sparx reading assessment used to baseline all pupils and measure progress.</p> <p>Pupils who need additional support are targeted through the Lexia program, and other programs listed below.</p> <p><u>Literacy interventions</u></p> <ul style="list-style-type: none"> • Fresh Start Phonics Reading Intervention • Powerup • Lexia • Sparx Reader • Structured reading for pleasure in morning tutor sessions <p>Use of the school's Library incorporating before and after school access and improved parental outreach and engagement.</p> <p><u>Numeracy interventions</u></p> <ul style="list-style-type: none"> • Sparx Maths to support learning and catch-up at KS3/KS4 • Maths fluency (Sparx) • Number Stats • Basic Skills groups years 7 -10 	<p>Phonics impact +5 months (EEF Toolkit) Reading comprehension impact +6 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</p>	<p>2</p>
<p>To improve metacognition and to encourage pupils to engage with their own progress, revision resources and plans.</p>	<p>EEF: Metacognition and self-regulation. Teaching metacognitive strategies to pupils can be an inexpensive way to help them become more effective learners.</p>	<p>1</p>

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

Budgeted cost: £ 72,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Period 6 lessons, drop down days and after-school intervention sessions for KS4 cohort to provide revision and consolidation activities in identified subject 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.	1,4
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 through school newsletter and targeted Synergy messaging Website information with curriculum overview and signposting to subject specific revision resources	EEF Toolkit) 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) Extended school time +3 months (EEF Toolkit) Parental engagement +4 months (EEF Toolkit) Mentoring +2 months (EEF Toolkit)	1,4

<p>Additional SEMH support for most vulnerable</p> <p>Targeted cohorts identified for additional motivational support</p> <p>Comprehensive careers package and 1:1 pupil interviews (at least 2 for PP pupils)</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 59,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase attendance rates for PUP pupils to 94% and to narrow the gap to 3 % with non-PUP pupils.</p> <p>Attendance systems and processes allow for tighter monitoring and subsequent interventions for absent pupils</p> <p>Use of Synergy to signpost appropriate work for absent pupils.</p> <p>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.</p> <p>PP a focus of fortnightly reports to SLT on attendance and behaviour</p>	<p>The EEF guide to the Pupil Premium. Parental Engagement.</p> <p>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)</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	<p>3, 4, 5</p>

<p>Home visits made on a weekly basis, with PP pupils a key focus</p> <p>Continuation of free breakfasts for all pupils with specific focus and sell to disadvantaged pupils and their families.</p>	<p>The EEF guide to the Pupil Premium. Parental Engagement.</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>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.</p> <p>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)</p>	
<p>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.</p>	<p>The EEF guide to the Pupil Premium. Parental Engagement.</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	5
<p>Teach metacognitive strategies to improve pupils’ resilience, determination, and ability to work independently.</p>	<p>EEF: Metacognition and self-regulation. Teaching metacognitive strategies to pupils can be an inexpensive way to help them become more effective learners.</p>	3
<p>Trips and visits/extracurricular activities and opportunities.</p> <p>Increase the provision of extra-curricular activities that run at lunchtime and afterschool as identified through pupil voice.</p> <p>Increase the number of trips and visits that supports the implementation of the curriculum.</p>	<p>The EEF guide to the Pupil Premium. A tiered approach to spending.</p>	1,4

<p>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.</p>		
<p>Targeted and effective pastoral support for disadvantaged students including service children, LAC, and post LAC. Both in and out of school.</p> <p>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.</p>	<p>The EEF guide to the Pupil Premium. A tiered approach to spending.</p> <p>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.</p> <p>Individualised instruction +4 months (EEF Toolkit)</p> <p>Behaviour interventions +4 months (EEF Toolkit)</p> <p>Mentoring +2 months (EEF Toolkit)</p>	<p>1,2,3,4,5,6</p>
<p>Careers advisor and careers events are utilised to raise pupils' aspirations and ambition for the future.</p> <p>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.</p>	<p>The EEF guide to the Pupil Premium. A tiered approach to spending.</p> <p>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.</p> <p>Arts participation +3 months (EEF Toolkit)</p>	<p>4</p>

Active promotion and provision for all PP pupils to access peri music lessons.		
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Total budgeted cost: £ 296,755

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.	<p>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.</p> <p>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.</p>
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.	<p>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.</p> <p>SEND Pupil passports have been reviewed and are used to ensure all pupils receive the necessary support.</p> <p>A non-teaching assistant SENCO has been appointed to support the SENCO with intervention programs.</p> <p>TAP review meetings to track and implement intervention.</p>

<p>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.</p>	<p>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.</p>
<p>To improve metacognition and to encourage pupils to engage with their own progress, revision resources and plans.</p> <p>All pupils have access to appropriate technology and access to Wi-Fi at home and school.</p>	<p>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.</p>
<p>Trips and visits/extra-curricular activities and opportunities.</p>	<p>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.</p>
<p>Pastoral support for disadvantaged pupils including service children, LAC, and post LAC</p> <p>Individual pupils' social, emotional, and behavioural barriers identified and supported. Early intervention to improve pupil engagement and reduce behaviour issues.</p> <p>Increase attendance rates for PP pupils to narrow the gap with non-PP pupils</p>	<p>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.</p>

	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