



Pupil Premium Strategy Statement: 3 Year Plan 2022-25

This statement details Longhill High School's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Longhill High School
Number of pupils in school	855 (as of 6.10.23)
Proportion (%) of pupil premium eligible pupils	40.12% (as of 6.10.23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published & last updated	First published: Dec 2022, Updated: Nov. 2023
Date on which it will be next reviewed	January 2024
Statement authorised by	Rachelle Otulakowski
Pupil premium lead	Rachel Congreve
Governor / Trustee lead	Jacob Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£379,573
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£379,573



Part A: Pupil premium strategy plan

Statement of intent: 2022-25

Our core philosophy is to help all pupils overcome barriers to learning and we are determined to use the resources received to improve the life chances of all pupils in receipt of Pupil Premium Funding (PPF). Our intent on the use of this additional funding is simple and clear: we aim to ensure every disadvantaged pupil in our school achieves highly, is offered a wide range of stimulating and enriching experiences and has the same opportunities for progression to the next stage of their education, employment and training as every other child in our school.

Teaching and Learning drives an ambitious curriculum that seeks to stretch and challenge all pupils through academic rigour. A strong care, support and guidance structure supports learning throughout the school. We widen the aspirations of all pupils, to help them to reach destinations that are ambitious and fulfilling.

We recognise the importance of each individual and the school's place in the local community. We aim to promote lifelong learning by developing creative, independent and reflective learners. We believe in the equality of opportunity and in celebrating success for all.

Our approach to accelerating the progress of disadvantaged pupils has been developed by drawing on the best current research in education, by spending time with our pupils and understanding their experiences, and by gathering and analysing information, both from our feeder schools and from our own baseline assessments.

Our objectives are as follows:

- To ensure that the Pupil Premium Funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives.
- To provide additional educational support to improve the progress and raise the achievement for these students.
- To narrow and close the gap between the achievement of these students and their peers.
- To use the funding to address any underlying inequalities between children eligible for the Pupil Premium and others.



Challenges: 2022-25

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

Challenge number	Detail of challenge
1	Poor attendance not only to school, but to after-school commitments such as tutoring programmes: Attendance amongst disadvantaged pupils is significantly lower than non-disadvantaged pupils and there is an increasing risk of persistent absenteeism. In addition, our early start and long travel time to school impacts on students' ability to have an appropriate breakfast, and willingness to stay after school to attend academic PP tutoring sessions or other extra-curricular events. Some PP students are also reluctant to stay after school as they have commitments related to family life such as looking after younger siblings.
2.	Gaps in knowledge: As a result of the COVID-19 pandemic, attainment has been impacted for all pupils but especially those that are disadvantaged. The Attainment gap and the P8 gap between disadvantaged and non-disadvantaged has increased over the pandemic, despite an increase in P8 overall. Exacerbating this gap, is the lack of engagement with undertaking homework and revision.
3	Low reading ages: A larger proportion of disadvantaged pupils arrive below age-related expectations for reading than non-disadvantaged. Our assessments and observations show that our pupil premium students are also more likely to have a tier 2 and 3 vocabulary deficit which prevents them from accessing certain parts of the curriculum.
4	Weak self-regulation: Our assessments, discussions and observations have identified that a disproportionate amount of our disadvantaged pupils lack skills to support their self-regulation. This provides a challenge when it comes to planning, monitoring and evaluating their learning.
5	Poor mental health and wellbeing: Our assessments, discussions and observations have identified social and emotional issues impact upon the self-belief of our disadvantaged pupils more than non-disadvantaged. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need.
6	Lack of parental engagement: the barriers for some families, can include technology, lack of transport or other reasons beyond their control.
7	Lack of aspirations: Disadvantaged students' outlook is skewed by a lack of cultural capital. Indeed, there is an observed higher proportion of disadvantaged pupils who lack background knowledge of the world around them and as a result have less clarity around career goals and



	how to achieve them, compared to non-disadvantaged. Our PP students do have ambitions, but what they believe is possible is limited due to their life experience to date.

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
1.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being significantly lower than national averages of 2024/24; and the percentage of all pupils who are persistently absent being significantly below national averages of 2024/25.
2.Improved attainment among disadvantaged pupils across the curriculum at the end of KS3 and KS4.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> an average Attainment 8 score of at least 48.8 (based on national average for <u>all</u> students in 2021/22, note the national average attainment score of PP was 37.6); an EBacc average point score of at least 4.27 per pupil (based on national average for <u>all</u> students in 2021/22, note the national average percentage for disadvantaged was 3.19); at least 49.8% gaining grade 5 in maths and English (based on 2021/22 national average results of <u>all</u> students, note the national average percentage for disadvantaged was 29.6%); and assessment data at key stage 3, demonstrates significant increase in the percentage of disadvantaged students achieving their target grades
3.Improved reading skills for disadvantaged students in all years.	<ul style="list-style-type: none"> Reading comprehension tests demonstrate a 90% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Progress in KS3 English, demonstrates significant increase in the percentage of disadvantaged students achieving their target grades. Work scrutiny, lesson observations, teacher & student voice, will identify improvements with both skills and confidence with reading for disadvantaged students.
4. Improved self-regulation skills in	<ul style="list-style-type: none"> The amount of sanctions for disadvantaged students significantly decreases and the amount of reward points significantly increases.



disadvantaged students.	<ul style="list-style-type: none">● Work scrutiny, lesson observations, teacher & student voice, will identify increased engagement with quality and quantity of work.
5.To embed improved wellbeing for all pupils with a particular focus on disadvantaged pupils.	<ul style="list-style-type: none">● Continued effective safeguarding and early identification and actions;● qualitative data from student voice, student and parent surveys and teacher observations;● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils; and● SAWS data demonstrates that well-being has improved.
6. To actively seek out more parent/ carer engagement of PP students.	<ul style="list-style-type: none">● Significant increase in attendance of PP students' parents at parents' evening;● significant increase in attendance of PP students' parents at Parent Surgeries; and● significant increase in attendance of PP students' parents at 'how to revise' and other study events.
7.To encourage ambition and aspirations through wider participation in the curriculum both in and outside school.	<ul style="list-style-type: none">● Pupil voice that will show an increased engagement in a range of careers.● Improved uptake of enrichment/ extra-curricular activities.● Teaching & learning data demonstrates that key words are being taught effectively which leads to improved cultural capital.● Significant increase in the amount of disadvantaged pupils entered for EBACC (note: 2021/22, the national average for disadvantaged being entered for Ebacc was 26.9%).



Activity in this academic year 2023-24

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

Teaching: CPD, recruitment and retention

Budgeted cost: **£193,811.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Intent & Implementation Policy that addresses the barriers that PP and SEN/D students face.	EEF Research: <i>Teacher Feedback to Improve Pupil Learning; Special Educational Needs in Mainstream Schools: Guidance Report; Teaching & Learning Toolkit; Metacognition and Self-Regulation Evidence review; Improving Literacy in Secondary Schools; and Fluency in the Classroom.</i>	1,2,3,4 and 5.
Professional Development programme based on EEF research: Equipment & resources needed.	EEF Research: <i>Tiered approach to Pupil Premium Spending and Effective Professional Development.</i>	1,2,3,4 and 5.
Establish a coaching & mentoring programme run by teachers for teachers that embeds great teaching: Consistency, critical reflection and development.	National Institute of Teaching: <i>Mentoring & Coaching of Teachers (What can research tell us?)</i> <i>Great Teaching Toolkit: Evidence Review</i> , EEF, June 2020. In particular, The dynamic model of educational effectiveness (Creemers & Kyriakides, 2011, p. 35). Five stages of teaching skills (based on Creemers et al., 2013, pp. 163, 179). <i>Effective Professional Development</i> , EEF.	1,2,3,4 and 5.
Technology in all classrooms that supports: Modelling, checking for understanding, and encourages independent reading strategies.	<i>Pupil Premium Menu: EEF Evidence Brief.</i>	1,2,3,4 and 5.



Actively recruit and retain science and maths teachers by delivering STEM based learning - invite PGCEs to open day, run STEM training sessions for teachers etc.	EEF Research: <i>Tiered approach to Pupil Premium Spending and Effective Professional Development.</i>	1,2,3,4 and 5.
Building teaching capacity: Faculty Assistants development.	EEF Research: <i>Tiered approach to Pupil Premium Spending and Effective Professional Development.</i>	1,2,3,4 and 5.

Targeted academic support & Equipping Students for Learning: Uniform & equipment, utoring, one-to-one support, structured interventions including embedding study skills.

Budgeted cost: **£ 106,644.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Study packs of revision guides, stationery and small group study sessions modelling how to make notes, how to revise etc.	Main barrier to learning is lack of support and modelling in working beyond the classroom.	1,2,3,4 and 5
Parent/ carer support your child with studying: Well-being & Academic Tips sessions.	Provide transport, food & resources to attract most hard-to-reach - start earlier than Y11.	5,6, and 7.
Sussex University Mentoring Programme.	EEF Teaching & Learning Toolkit: Key findings from mentoring programmes	1,2,3,4 and 5.
Reading Interventions for non-SEN PP.	https://literacytrust.org.uk/programmes/sport-and-literacy/game-changers/	1,2,3,4 and 5.
The Girls' Network Mentoring Programme.	See impact report: https://drive.google.com/file/d/1toR8qDr60OvFL7TyQhmJqR0UIKqjbbLX/view?usp=sharing	1,2,3,4 and 5.
Targeted academic (maths in particular most beneficial)	EEF Teaching & Learning Toolkit: <i>Key findings from mentoring programmes.</i>	1,2,3,4 and 5.



Wider strategies: Attendance, behaviour, wellbeing, enrichment opportunities.

Budgeted cost: **£79,118.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club (75% paid by gov already)	National Schools Breakfast Club Programme research.	1,2,3,4 and 5.
Reward system that has a carefully chosen stationery shop which supports learning at home.	<i>Improving Behaviour in Schools</i> EEF.	
Providing food at break in addition to FSM monies.	EEF Research: <i>Tiered approach to Pupil Premium Spending.</i>	1,2,3,4 and 5.
Funding for educational trips.	<i>Pupil Premium Menu: EEF Evidence Brief.</i>	7
Equipment/ resources needed to undertake the curriculum e.g. Food for Food Technology, stationery, revision books.		1,2,3,4 and 5.
Enrichment: Trips, clubs etc.		

Total budgeted cost: £ 379,573



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2022-23

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

1.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- **Overall attendance** sits at 89% (national average 94%) and **persistent absence** sits at 32.6% (national average 13%).

2.Improved attainment among disadvantaged pupils across the curriculum at the end of KS3 and KS4.

- 25 PP students gained progress zero or above. 34 PP students underperformed from -0.15 to -4.65. This is an improvements in terms of a decrease in the number of PP students who are gaining minus progress 8.

3.Improved reading skills for disadvantaged students in all years.

- Internal reading data based on the online literacy tests indicates that disadvantage students are improving - how this is measured needs to be refined for this academic year.

4. Improved self-regulation skills in disadvantaged students.

- Behaviour data up to 25/09/23 - 33593 positive points and 3947 negative points which is a significant improvement from the previous academic year.

5. To embed improved wellbeing for all pupils with a particular focus on disadvantaged pupils.

Awaiting below data

- Continued effective safeguarding and early identification and actions;
- [insert data tbc] qualitative data from student voice, student and parent surveys and teacher observations;
- [insert data tbc] in participation in enrichment activities, particularly among disadvantaged pupils; and
- [insert data tbc] SAWS data demonstrates that well-being has improved

6. To actively seek out more parent/ carer engagement for PP students.



- Parent forum was established last academic year with representational attendance and positive feedback.

7.To encourage ambition and aspirations through wider participation in the curriculum both in and outside school.

- Pupil voice that will show an increased engagement in a range of careers.
- Improved uptake of enrichment/ extra-curricular activities. Awaiting data.
- Teaching & learning data demonstrates that key words are being taught effectively which leads to improved cultural capital.
- Significant increase in the amount of disadvantaged pupils entered for EBACC as [insert data here] (note: 2021/22, the national average for disadvantaged being entered for Ebacc was 26.9%). Awaiting data.

Previous Years

Funding & Activity last academic year 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£385,534
Recovery premium funding allocation this academic year	£27,728
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£413,262

This details how we spent our pupil premium (and recovery premium funding) **last academic year, 2022-23.**

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,862.65



Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of high-quality teaching staff, including specialist staffing in English and Maths	COVID-19-related disruption has negatively impacted the attainment of all pupils, particularly those from socially disadvantaged backgrounds. There is evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown. <i>(EEF, 2022) The Impact of COVID-19 on Learning</i> Research by the Education Endowment Foundation states that all pupils need the highest quality of teaching in every classroom	2, 3, 7
Investing in regular research-focused professional development for staff to ensure high-quality teaching. CPD from Durrington research School		2, 3, 7
Early identification of potential gaps - All staff are aware of PP pupils and use seating plans to support planning and teaching		2, 3
Reading Coach/Librarian employed to fully utilise the Library and provide bespoke reading coaching	Research - 'Addressing Educational Disadvantage - Marc Rowlands (2021) shows that reading Most evidence shows that despite some recovery by summer 2021, on average pupils were not performing as well in both maths and reading as pre-pandemic cohorts. EEF research shows 6months+ progress is made through focussing on reading comprehension strategies.	2, 3

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

Budgeted cost: £ 81483.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
Action Tutoring	DfE recommended NTP provider	2, 3



Effective use of Faculty Assistants in intervention support	High quality catch-up interventions, and some identified small group sessions are best practice when using support staff. <i>Making best use of teaching assistants - Guidance report EEF</i>	2, 3
Accelerated Reader programme	Research - 'Addressing Educational Disadvantage - Marc Rowlands (2021) shows that reading Most evidence shows that despite some recovery by summer 2021, on average pupils were not performing as well in both maths and reading as pre-pandemic cohorts. EEF research shows 6months+ progress is made through focussing on reading comprehension strategies.	2, 3
Support with food for GCSE Food and Nutrition DA students	Material deprivation leads to a lack of opportunity at GCSE to close the attainment and progress gap. Socioeconomic disadvantage impacts on learning by preventing pupils from having access to the basic tools needed to access their education - Addressing Educational Disadvantage - Marc Rowlands (2021)	2, 3

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

Budgeted cost: £ 314,118.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Officer and EWO and CiC lead</i>	Historic analysis of the link between attendance and performance reveals a clear link between the two. Research - 'Addressing Educational Disadvantage - Marc Rowlands (2021) Aside from the impact on attainment, teachers have frequently reported concerns around the effect on pupil wellbeing. There is also emerging evidence that suggests the pandemic has negatively impacted children's mental health.	1, 6
Improved home-school communication and improved understanding of the socioeconomic reasons for poor attendance. Increased use of attendance incentives developed.		1, 4, 6
		1, 4, 5, 6



<i>Inclusion programme and Pastoral Teams inc alternative provision</i>	<i>(EEF, 2022) The Impact of COVID-19 on Learning</i>	
<i>Widening Participation programme</i>	Pupils that have a clearer idea of where they want to go will be more motivated and increase their understanding of the importance of what they are doing. Research - 'Addressing Educational Disadvantage - Marc Rowlands (2021)	7
<i>Welfare - uniform support and Breakfast club</i>		
<i>Enrichment and Extracurricular opportunities. Increase involvement in extra curricular clubs and raising the level of cultural capital amongst all pupils. Includes 3 year plan to introduce Duke of Edinburgh, Forest Schools, financial support with trips</i>	'Wide parts of life experience gained from extracurricular activities are unavailable for the most marginalised groups in society. Household income is by far the most important factor driving gaps in participation, with children from the poorest households much less likely to take part in all types of extra-curricular activities, but especially music classes and sport.' <i>An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility - Social Mobility Commission</i>	5, 7
<i>Summer school (2022) for Year 6 into year 7 transition</i>		

Total budgeted cost: £ 416,464.08



Part B: Review of outcomes in 2021-22

Attendance target for DA -90% - not yet achieved. Impact of COVID was significant and is ongoing. Key priority for next 3 years

Progress 8 - Narrow the gap between DA and Non DA pupils by 50% Impact of COVID was significant and is ongoing. Despite all intervention strategies and highlighted priority, DA pupils did not achieve as well as non DA students, and the gap increased by 0.64. There were significant outliers through PA and high levels of mental health issues which affected exams.

Overall P8 -0.27 increase of +0.59 from 2019, Non DA 0.03 **DA -0.96 Key priority for next 3 years.**

Attainment 8 - Narrow the gap between DA and Non DA pupils by 50% Gap increased by +9.27

Overall A8 45.02 increase of +6.46 from 2019, Non DA 51.66 **DA 30.94 Key priority for next 3 years.**

Percentage of 4+ in English and Maths - Narrow the gap between DA and Non DA pupils by 50% Overall increase in performance with +12 difference from 2019. Eng 4+ 50%DA, 83% Non DA. Maths 4+ 40%DA 74.5% Non DA

Wellbeing- The narrowing of the gap between non-disadvantaged and disadvantaged on the Well-being impacted survey. tbc

Externally provided programmes 2021-22

Programme	Provider
Online tutoring for Maths and English	Action Tutoring
The Girls' Network	Uni Connect
Build Up	PIXL
Accelerated Reader	https://www.renaissance.com/products/accelerated-reader/
Online Maths programme	Complete Maths Tutor
Russell Martin Foundation (alternative provision)	https://www.russellmartinfoundation.co.uk/
Nudge (alternative provision)	https://nudgeeducation.co.uk/



Hegarty Maths	Hegarty Maths Online tutoring
Everlearner	Everlearner Everlearner Ltd

Further Information

High quality teaching and retention of excellent staff practitioners is crucial to the positive impact needed for all our students, with an emphasis and focus on our disadvantaged students. All classroom strategies that we employ for our students in receipt of PP funding will have a direct positive impact on ALL students.

Over the next 3 years our overall aim will be to serve our community with compassion, ambition and rigour.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A