Pupil Premium Strategy Statement (2025-2028): Longhill High School

This is our three-year plan from Sept. 2025 to Sept. 2028

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	558
Proportion (%) of pupil premium eligible pupils	45.88%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Rachelle Otulakowski
Pupil premium lead	Rachel Congreve
Governor / Trustee lead	Alice Farnham & Lucinda Fish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,930
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*	£326,930

Part A: Pupil premium strategy plan

Statement of intent

At Longhill High School we aim for every student eligible for pupil premium to become an effective, life-long learner who has wide aspirations for their education, employment and role in society.

With strong guidance, care and support, these students will become thriving independent learners who will leave our school with a strong understanding of how to study for their next phase of education as well as having skills which make them highly employable.

Within lessons and in delivering extra-curricular activities, those eligible for pupil premium will be prioritised so that they have the opportunity to flourish not only in academic learning but in learning about the world around them. Embedding a culture of high achievement along with a strong moral compass will ensure that students make positive contributions to their community and society as a whole.

We will ensure all staff understand the typical challenges our students eligible for pupil premium face and what they can do to best support these students in overcoming these. We will also ensure staff know that these students are individuals and as such, we triangulate their individual data (e.g. pastoral, behaviour, attendance and academic) to identify any present and possible future challenges.

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 attainment for these students.
- To use national attainment and progress data to measure impact and review the success of our strategies.
- To use the funding to address any underlying inequalities between children eligible for the Pupil Premium and others.

Challenges

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

Challenge number	Detail of challenge
1	**Lack of resilience and confidence in learning means achievement is significantly lower than non-pupil premium students.** This means students eligible for PP are less likely to engage effectively in all of the lessons, particularly when faced with activities or topics which may take them out of their comfort zone.

2	**Low rates of attendance**: Attendance amongst students eligible for PP is significantly lower than non-PP students 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.
3	**Lack of engagement with independent learning**: Learning independently outside of the classroom such as undertaking homework or revision or even accessing the online learning to catch-up when absent from school is a challenge.
4	**Low reading ages:** Lower than relevant reading age means that across subjects, there is a slower rate at processing and acquiring more ambitious vocabulary and accompanying concepts.
5	**Lack of self-regulation strategies:** Our analysis of behaviour data has identified that a disproportionate amount of our students eligible for pupil premium lack skills to support their self-regulation which provides a challenge when it comes to accessing the learning.
6	**Experiencing poor mental health:** Our pastoral data teamed with our academic data show that students eligible for pupil premium are more likely to struggle with their mental health to the point where it significantly impacts upon their outcomes.

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. Significantly raised achievement: At KS4, progress and attainment levels meet or exceed national averages. At KS3, internal assessment data will show that forecast grades are in line with students meeting or exceeding national averages for attainment and progress in their GCSEs. Increased number of students that are taking the Ebacc pathway.	Teaching & Learning data will demonstrate that teachers are prioritising pupil premium students and that the TLaC inclusive learning framework has been embedded. Behaviour data will show that attitudinal grades for learning are improving and in line with non-PP students and that the % of PP students being removed has significantly reduced. The internal assessment data at KS3 and KS4 will show that an increasing number of students are on track to achieving their targets as the year progresses. The below headline national figures we will be using to measure our impact. These are based on NA for 2024/25 as it is verified data: Average attainment score: 46.0 PP 34.9 Ebacc APS: 4.5 PP 3.02 Level 5+ English & Maths 53% PP 25.5 % entering EBacc 44.7% (all students) % pupils entering the Ebacc: 40.5% PP 29% DfE statistics
2. Increased attendance levels in all years which is sustained and meets or exceeds national averages.	Attendance data shows an increase in attendance levels to 95% attendance or above for pupil premium students.
3. The quantity and quality of independent learning has significantly improved.	100% of students who attended the lessons undertake the homework in all subjects. The amount of students given detentions for not completing homework on time decreases over the year. Pupil premium student voice shows an increasing number know how to revise independently. Engagement in study skills training sessions is high and student feedback from PP students is positive. PP students who need study packs are given these and are using these effectively as seen by improvement in book looks, learning walk data and achievement data.
	100% of PP students have reading ages that meet or exceed their age.

4. Improved reading skills in all years so students can successfully access the literacy of all subjects.	100% of mid and high prior attaining students have reading ages that exceed their age. KS3 forecast grades show that 100% of students are on track to achieve their target grade. Where PP students are at risk of not gaining level 4 or above in English and maths, intervention is in place. Work scrutiny, lesson observations, teacher & student voice, will identify improvements with both skills and confidence with reading for disadvantaged students.
5. Students are able to self-regulate and accurately reflect on their behaviour and learning.	Behaviour data will show that attitudinal grades for learning are improving and in line with non-PP students and that the % of PP students being removed has significantly reduced to zero.
6. Students feel supported with their mental health and it is no longer a barrier to their learning.	Outside agencies are used effectively to support students' well-being. Guidance and training from Mental Health Practitioners is embedded in pastoral staff's CPD. Students know how to ask for support with their mental health in school and out of school as evidenced by student voice data. Attendance data evidences a significant increase for students who are struggling with their mental health. GCSE 2026 examination results will be used to identify impact.

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: £110, 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.Making learning accessible CPD	*Pupil Premium Policy update for 2026/27*, EEF. *Effective Professional Development: Guidance Report*, EEF. *Maximising the Impact of the Pupil Premium, Marc Rowland,* Rosendale Research School.	1, 2,3, 4,5, 6

	Leadership of Disadvantaged Pupils, Learn Together Cambridgeshire	
2. Inclusive practice programme embedded to ensure consistency with high expectations of students' quality & quantity of learning including explicit literacy teaching and cognitive science strategies.	Curriculum: EEF Research: *Tiered approach to Pupil Premium Spending* and *Effective Professional Development.* *Improving Literacy in Secondary Schools*; and *Fluency in the Classroom.* *Teach Like a Champion, Third Edition,* Doug Lemov. *How to use mini-whiteboards in the classroom*, Tom Sherrington. DfE High-Quality	1, 2,3, 4,5, 6
3. Use the SENCO and Deputy SENCO to train staff in applying adaptive teaching strategies effectively.	*Five evidence-based strategies to support high-quality teaching for pupils with SEND*, EEF.	1, 2, 5
4. Regularly raise the profile of PP through briefings, bulletin & training so that there's a greater understanding inc.how to prioritise PP & reduce inequality is considered in every decision made. Use the engage - unite - reflect model.	*Leadership of Pupil Premium,* Unity Research School. *Why uniting the whole school community around disadvantage matters,* EEF.	1, 5, 6
5. Actively recruit and retain science and maths teachers by delivering STEM based learning - invite PGCEs to open day, STEM events, run STEM training sessions for teachers etc.	*Tiered approach to Pupil Premium Spending* and *Effective Professional Development,* EEF.	1,2,3,4,5
	Deployment of Teaching Assistants, EEF.	1,2,3,4,5,6

6. Embedding highly effective support in the classroom & for interventions utilise: Development of Faculty Assistants & Teaching Assistants.	*Effective teacher - teaching assistant partnerships,* EEF. *Fast Forward to Fluency,* EEF research.	

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

Budgeted cost: £96,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Tutoring & Coaching models including: staff CPD to build in-school 1:1 mentors and small group coaching and Widening Participation Sussex University Students small group sessions.	*Effective Professional Development* guidance report, EEF. Student voice and attendance rate at after-school external tutoring was low. Students wanted the tutoring during the school day and with a member of staff they know or with university students mentoring small groups. *Making a difference with effective tutoring*, EEF. *Key findings from mentoring programmes, EEF.*	1,3,5,6
2.Outside agencies delivering study skills sessions, career talks and motivational talks.	Building study habits and revision routines, EEF.	1,3,6
3. Accompanying study packs with revision guides & equipment for all PP students which they are taught to use in study skills & mentoring sessions.	Building study habits and revision routines, EEF. Metacognition & Self-regulated Learning, EEF.	1,3,6
4. Sussex University 3 Year Mentoring Programme for 15 Y9s.	*Widening Participation Research*, Sussex University.	1,2,3

5.Reading Interventions for all KS3 students and targeted reading groups.	Yavneh College research into SparxReader. Small group intervention shown to boost pupil progress, EEF.	1,2,3,4
6.Targeted academic intervention after school, breaks & tutor time.	*Making a difference with effective tutoring*, EEF.	1,3,
7. Support with IT to undertake homework and revision.	*Pupil Premium Menu:* EEF Evidence Brief	1,6
8. Drop down days of structured intervention for option subjects in Y11.	*Pupil Premium Menu:* EEF Evidence Brief	1,2, 3,

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

Budgeted cost: £120,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Student Leadership Team to have at least 40% PP along with training and support to flourish in these roles.	*Student Leadership: A more nuanced approach to participation and empowerment, Dr Keven Bartle*, SSAT.	1, 3, 6
2. Additional healthy food including Breakfast Club to ensure all students start the day with breakfast and continue the day being able to learn	*Food Poverty,* Education Policy Institute & The Sutton Trust National Schools Breakfast Club Programme research.	1,2,5,6
	Cultural Capital: Expanding narrow definitions, EEF.	1,2, 3,5,6

3. Making school trips, and clubs financially accessible.	*Learning about culture,* EEF. *Building Cultural Capital in Disadvantaged Pupils*, Government Events.	
4. Widening Participation Program Sussex University trips.	*Wider Strategies,* EEF	1,2, 3,5,6
5. Financial support with uniform	*Education Disadvantaged Strategy,* Brighton & Hove CC	1,2, 3,5,6
6. Rewards for attendance and attitude to learning to proportionately include PP students.	*Education Disadvantaged Strategy,* Brighton & Hove CC	1,2, 3,5,6
7. Equipment/ resources needed to undertake the learning e.g. Food, Technology, stationery, revision books.	*Pupil Premium Menu:* EEF Evidence Brief	1, 6

Total budgeted cost: 326,930

Part B: Review of the previous academic year 2025-26

Outcomes for disadvantaged pupils

Note as this was published in Oct. 2026 before validated data, it may have slightly improved on remarks and this is based on FFT:

While students eligible for PP performed significantly lower overall than non-FSM, their attainment has improved compared to last year by 0.4 of a grade meaning it is now at 3.1 whereas nationally it is at 3.5. Meaning our PP students are getting closer to the national average for PP. We know, however, that we need to ensure our PP students gain the same as their non-PP peers so while it is progress, we know we have a long way to go.

The absence rate for PP and non-PP is below average and there have been no significant improvements here. Behavioural data, however, shows that the amount of PP students who are removed from classes has significantly decreased by 47%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Widening Participation	Sussex University