

## Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Longdendale High School
Number of pupils in school	784
Proportion (%) of pupil premium eligible pupils	37.88% (297 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Termly review with a final review in Dec 2025
Statement authorised by	Executive Headteacher: Melanie Wicks
Pupil premium lead	Deputy Headteacher Sally Ayre
Governor / Trustee lead	Helen Lord

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,925
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£281,925

## Part A: Pupil premium strategy plan 2024-2027

### Statement of intent

As part of the Stamford Park Trust, Longdendale High School has a vision of 'excellence and ambition for all'. Through excellence in education we are an inclusive community, that embraces choice, opens doors and creates opportunities. With kindness and collaboration, we empower everyone to be the best version of themselves. We are confident, curious and creative individuals who contribute positively to our community.

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve well across the curriculum.

Developing provision within the classroom (curriculum structure and planning, planning for learning, assessment and responsive teaching) for students is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This will benefit all students, including disadvantaged students and is proven to have the greatest impact on closing the disadvantage attainment gap.

The strategy has the following overarching objectives:

- High quality provision within the classroom closes attainment gaps for disadvantaged students with a particular focus on maths and science.
- All students, including disadvantaged, participate in a range of different experiences to improve their knowledge and understanding of the world in which they live, to prepare them for their future.
- Students implement effective approaches to independent study and homework by developing a greater understanding of metacognitive skills.
- Students are set appropriate and challenging homework tasks and all students complete homework tasks set.
- Students standards of, and passion for, reading and writing improve.
- Parental engagement and attendance to parents' evenings for disadvantaged students is increased to support students in all aspects of school.
- Disadvantaged students attend school and are no more likely to be suspended than non-disadvantaged students.

## Challenges

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

Challenge number	Detail of challenge
1	Reduced knowledge retention of students (assessed through students ability to recall identified substantive knowledge) linked to students scholarly habits and access to enrichment opportunities to develop knowledge in their long-term memory.
2	Reduced literacy levels for some KS3 students eligible for PP with below average reading ages, linked to reading ages impacting students ability to access the curriculum and demonstrate their understanding over time.
3	<p>Lower attendance rates</p> <ul style="list-style-type: none"> <li>• for students eligible for PP meaning aspects of school culture/ substantive knowledge taught are missing as knowledge for some students.</li> <li>• of some parents of students eligible for PP to events including parents evenings and information and guidance meetings, and reduced awareness of and actions linked to information communicated from school meaning parents ability to support students and school is impacted.</li> </ul>
4	Lower emotional regulation of students leading to increased risk of removal from lesson or suspension impacting students access to the full curriculum/access to enrichment opportunities. This is reflected in the common themes from internal data relating to mental health and emotional well being amongst the community.
5	Lower achievement for some disadvantaged students with SEND linked to appropriate adaptations and personalised provision being in place for students to allow them to access the curriculum on a consistent basis.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024-27)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved attainment and progress among disadvantaged students across the curriculum at the end of KS4, with a	KS4 outcomes demonstrate that disadvantaged students achieve in line with all students and in line with national average for

<p>particular focus on maths, science and MFL.</p>	<p>disadvantaged students for English and maths (4+, 5+, 7+) and attainment 8.</p>
<p>2. Improved scholarly habits for all students, including disadvantaged, across all subjects with a particular focus on metacognitive approaches.</p>	<p>KS4 outcomes for all students demonstrate that disadvantaged students achieve in line with their disadvantaged peers across all subjects.</p> <p>Teacher reports, attitude to learning grades and lesson drop-ins demonstrate that disadvantaged students are focused and motivated to learn. This finding is supported by increased active participation in learning including homework (including our Masters of Knowledge focus).</p>
<p>3. Disadvantaged student's participation rate in enrichment and leadership opportunities increases.</p>	<p>More disadvantaged students engage in academic revision, cultural experiences, reward trips and educational visits and student leadership opportunities so that they have a knowledge of the world around them to develop their character and curiosity.</p> <p>Financial barriers to participation removed.</p>
<p>4. Improve reading for all students by the end of Key Stage 3.</p>	<p>At least 80% of Year 9 to have a reading age within or above the average band for their chronological age (stanine 4 or higher).</p> <p>Reduction in the number of disadvantaged students requiring literacy interventions.</p> <p>All students engaging with reading books on a weekly basis (3x per week minimum).</p>
<p>5. Disadvantaged students attend school in line with their non-disadvantaged peers.</p>	<p>Reduction in disadvantaged persistently absent and increased attendance figures to be at least in line with national average for non-disadvantaged students.</p>
<p>6. Parents of disadvantaged students attend school events and are aware of current information communicated from school.</p>	<p>Disadvantaged parents engage in parents' evenings and school events in line with parents of non-disadvantaged students.</p> <p>Parents wider engagement with school is evidenced through school communication information (e.g. School Comms; positive parent voice; engagement with Class Charts).</p>

7. Behaviour and attitudes improve so that disadvantaged students are less likely to be suspended from school compared to non-disadvantaged.	Fewer incidents of poor behaviour choices. Reduction in the number of internal exclusions and suspensions from school. Increased rewards and achievement points.
8. Disadvantaged students who are also SEND receive personalised support so that their outcomes improve.	Bespoke interventions and support in place and lead to improved engagement and achievement in all year groups as evidenced in progress data, attendance and behaviour data.

## 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: £91,388

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improved attainment and progress among disadvantaged students, across the curriculum at the end of KS4, with a particular focus on maths, science and MFL.</b></p> <p>Embed instructional coaching across the school to aid pedagogical development of all teachers. £521 for StepLab coaching platform and associated CPD.</p> <p>Develop practice within the classroom (using teaching lab and practice lab CPD sessions with staff) using a focus on identified core techniques (linked to Walkthrus and Teach Like A Champion, TLAC). £675 for Walkthru subscription with TLAC approaches included, books and associated CPD.</p>	<p>EEF: High quality teaching is the best approach at improving outcomes for disadvantaged students. <a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a></p> <p>Rosenshine's Principles of Learning <a href="https://teacherofsci.com/principles-of-instruction/">https://teacherofsci.com/principles-of-instruction/</a></p> <p>Walkthru Instructional Coaching Model <a href="https://www.walkthrus.co.uk/blog-1/ethic-of-excellence">https://www.walkthrus.co.uk/blog-1/ethic-of-excellence</a></p> <p>Steplab Instructional Coaching <a href="#">Steplab - A professional development platform for schools</a></p> <p>Teach Like A Champion <a href="https://teachlikeachampion.org/">https://teachlikeachampion.org/</a></p>	1, 2

Maths mastery approach further embedded across KS3. Maths leaders to continue engaging with Maths hub networks and with partner schools to develop expertise. £105 for CPD and resources to develop teaching.

10% of curriculum leaders Teaching and Learning Responsibilities to focus on curriculum intent, implementation, and interventions, with quality assurance of the impact of this on disadvantaged students £42,351

An additional science Teaching and Learning Responsibility (TLR) created to improve expertise and capacity within the science curriculum leadership team to focus on the curriculum intent, implementation and impact on KS4 disadvantaged students as well as developing whole school enrichment opportunities linked to STEM (science, technology, engineering and maths) to benefit all students including disadvantaged. £10,788

An additional maths whole school Teaching and Learning Responsibility (TLR) has been created for whole school numeracy to ensure that different curriculum areas approach the teaching of numeracy with the same techniques and all linked to the same progression map for numeracy, to develop the numeracy skills of all students including disadvantaged. £7357

An additional Literacy Teaching and Learning Responsibility (TLR) created to develop reading and writing across the curriculum, including improved sequencing from KS2 to KS3. £7357

CPD for curriculum leaders to develop their knowledge and skills in the form of subject association memberships, network opportunities and CPD from Specialist Leaders of Education. £3500

White Rose Maths

[Secondary school maths resources | White Rose Maths \(whiteroseeducation.com\)](https://whiteroseeducation.com)

EEF Improving Secondary Science

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4>

EEF: Feedback

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

EEF: Coherently planned curriculum ensures confidence and effective implementation.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Oxford School Improvement:

Make regular use of data to identify all children who are at risk of underachievement and specifically focus on the progress of students entitled to the Pupil Premium.

<https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/Oxford%20School%20Improvement-%20The%20Pupil%20Premium%2C%20making%20it%20work%20for%20your%20school.pdf>

Using digital technology to improve learning

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital>

EEF PP

<p>Class Charts purchased to promote an ethos of independent learning and study in relation to homework. £3819</p> <p>SISRA subscription in place to allow enhanced data analysis by curriculum leaders to inform strategic improvement planning and targeted interventions. £2758</p> <p>Online learning platform subscriptions to support students in maths, MFL and science with independent study skills. £4180</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>EEF teaching and learning toolkit <a href="https://educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Sparx <a href="#">Sparx Maths - Home</a></p> <p>Kayscience <a href="#">KayScience   Watch, Learn and Revise with Kay Science</a></p> <p>Languagenut <a href="#">Languagenut   Digital Language Resources for Schools</a></p>	
<p><b>Improved scholarly habits for all students, including disadvantaged, across all subjects with a particular focus on metacognitive approaches.</b></p> <p>Masters of Knowledge approach in place to teach students explicitly about how they learn, with identified questions and answers for each subject, in each week of the school year, for students to apply identified techniques to allow students to learn the questions and answers. Taught explicitly through Aspiration briefings 2x per week, and then continued at home with students rewarded for continuing this learning beyond school.</p> <p>Home learning policy further developed to blend the use of the Masters of Knowledge approach, with online platforms and further subject specific tasks at KS4.</p> <p>Resources to support students with independent study (revision books and stationary materials) £300</p>	<p>Disadvantaged and remote learning <a href="https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning">https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning</a></p> <p>Metacognition <a href="https://www.sec-ed.co.uk/news/how-to-unlock-the-learning-potential-of-metacognition/">https://www.sec-ed.co.uk/news/how-to-unlock-the-learning-potential-of-metacognition/</a></p> <p>EEF Metacognition <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p><a href="#">About Us — The Learning Scientists</a></p> <p>Digital divide <a href="https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/bridging-the-digital-divide-evidence-and-advice-on">https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/bridging-the-digital-divide-evidence-and-advice-on</a></p>	<p>1, 2</p>

<p>Quality assurance activities establish students in need of a device to borrow and then to highlight to these students and their parents that devices are available to loan from the school office, or through the Aspire Centre to use during the school day. Year 11 students with agreed AA loan their own device for use throughout the year.</p> <p>Parent information and support around revision shared at form tutor parent information evenings in September.</p>	<p>Class Charts homework tool <a href="https://pages.classcharts.com/homework/">https://pages.classcharts.com/homework/</a></p>	
<p><b>Reading ages for all disadvantaged students are at least in line with their chronological reading age by the end of KS3.</b></p> <p>CPD for literacy leader to further develop school strategy to develop the literacy of all students, including disadvantaged. £1500</p> <p>Tutor reading curriculum in place 3 times a week for students in Years 7-10.</p> <p>NGRT reading assessments purchased, staff trained, and assessments completed to provide accurate and detailed information about each individual students reading ability, to inform interventions. £4433</p> <p>CPD for staff on student reading information and how to use this to plan effectively for students learning in lessons.</p>	<p>UCL: Good literacy skills are crucial to closing the attainment gap. <a href="https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/school-case-studies/exceptional-use">https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/school-case-studies/exceptional-use</a></p> <p>Literacy Trust: Improving boys reading through technology <a href="https://literacytrust.org.uk/research-services/research-reports/improving-literacy-skills-disadvantaged-teenage-boys-through-use-technology/">https://literacytrust.org.uk/research-services/research-reports/improving-literacy-skills-disadvantaged-teenage-boys-through-use-technology/</a></p> <p>Improving boy's literacy <a href="https://files.eric.ed.gov/fulltext/ED611337.pdf">https://files.eric.ed.gov/fulltext/ED611337.pdf</a></p> <p>Closing the gap <a href="https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf">https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf</a></p> <p>EEF: Literacy in secondary schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Sparx Reader <a href="#">Sparx Reader - Home</a></p>	<p>2</p>



<p><b>The progress and attainment gap between disadvantaged SEND and non-disadvantaged SEND students improves across the curriculum.</b></p> <p>Effective deployment and use and of teaching assistants to support disadvantaged SEND students where additional support is needed.</p> <p>CPD for all staff on adaptive practice including assistive technology, with quality assurance of practice in lessons.</p> <p>A weekly mentoring programme from the teaching assistants is in place for disadvantaged SEND students where additional support is needed.</p> <p>Bespoke interventions in place for literacy and maths (facilitated by the HLTAs) for identified disadvantaged SEND students. Appointed literacy HLTA 2024-25 to support with students learning in English lessons £32,590</p> <p>Teaching staff trained in active observation to ensure students receive targeted interventions from teachers within lessons. Teachers produce class action plans to record students areas for improvement and associated interventions.</p> <p>All identified students screened for exam Access Arrangements at the start of KS4 and students requiring a word processor to be loaned one for use in school and for homelearning.</p>	<p>EEF: Effective use of teaching assistants <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>EEF: SEND in mainstream schools <a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p> <p>TLAC active observation <a href="#">Working Memory, Teachers and Tracking Data   Teach Like a Champion</a></p>	<p>5</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £51,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4, with a particular focus on maths, science and MFL.</b></p> <p>English, maths, science and history interventions in place for Year 11 students in tutor time.</p> <p>Interventions for a range of subject areas to take place during Wednesday period 6 elective sessions.</p> <p>A Foreign Language Assistant is working in school 12 hours per week supporting students learning Spanish. £9122</p> <p>External companies used to provide masterclass sessions in school holidays. £10,000</p> <p>Online tutoring in place to support students experiencing an alternative provision. £20,000</p> <p>Raising achievement meetings to take place between the Heads of Department of English and maths to evaluate interventions and alter intervention cohorts of students.</p> <p>Targeted support in place for students through support from the literacy HLTA and additional maths staffing throughout the school day. £32,599</p>	<p>EEF: Approach to Intervention. Small groups or 1-2-1 support works best to improve outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Catch-up education must not be one off intervention  <a href="https://www.nuffieldfoundation.org/news/catch-up-education-for-disadvantaged-pupils-must-not-be-a-one-off-intervention">https://www.nuffieldfoundation.org/news/catch-up-education-for-disadvantaged-pupils-must-not-be-a-one-off-intervention</a></p> <p>Targeted interventions for pupil premium  <a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/">https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/</a></p> <p>British Council Foreign Language Assistants  <a href="https://www.britishcouncil.org/education/modern-languages/become-a-modern-language-assistant-in-the-uk">Become a Modern Language Assistant in the UK   British Council</a></p> <p>Academy 21 online tutoring  <a href="https://www.academy21.co.uk/dfe-accredited-online-alternative-provision">DfE Accredited Online Alternative Provision   Academy21</a></p> <p>Effective use of Teaching Assistants  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1, 2, 5</p>

<p><b>Reading ages for all disadvantaged students are at least in line with their chronological reading age by the end of KS3.</b></p> <p>CPD for literacy leader (write to succeed) to further develop school strategy to develop the literacy of all students, including disadvantaged. £1500</p> <p>NGRT reading assessments purchased, staff trained, and assessments completed to provide accurate and detailed information about each individual students reading ability, to inform interventions. £4433</p> <p>Ruth Miskin Fresh Start (phonics intervention) curriculum used to develop students reading, with training for key staff and interventions for identified students £320</p> <p>Lexonic used as a phonics based intervention approach with students. £2800</p> <p>Appointed literacy HLTA 2024-25 to support with intervention and deliver the Ruth Miskin curriculum to students. £32,590</p>	<p>UCL: Good literacy skills are crucial to closing the attainment gap.  <a href="https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/school-case-studies/exceptional-use">https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/school-case-studies/exceptional-use</a></p> <p>Literacy Trust: Improving boys reading through technology  <a href="https://literacytrust.org.uk/research-services/research-reports/improving-literacy-skills-disadvantaged-teenage-boys-through-use-technology/">https://literacytrust.org.uk/research-services/research-reports/improving-literacy-skills-disadvantaged-teenage-boys-through-use-technology/</a></p> <p>Improving boy's literacy  <a href="https://files.eric.ed.gov/fulltext/ED611337.pdf">https://files.eric.ed.gov/fulltext/ED611337.pdf</a></p> <p>Closing the gap  <a href="https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf">https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf</a></p> <p>EEF: Literacy in Secondary Schools  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Ruth Miskin  <a href="#">Home - Ruth Miskin Literacy</a></p> <p>Lexonic  <a href="#">Lexonik - Literacy Intervention Programmes That Empower Learning</a></p>	<p>2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £117,077

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>All parents of disadvantaged students positively engage with school.</b></p> <p>Welcome to the year newsletters shared with the parents through form tutor parent information evenings in half term one identifying key dates and information linked to each specific year group. Half termly newsletters then sent to parents.</p> <p>Class charts information (including log in details) sent to parents each term, with engagement of parents monitored and follow up to ensure all parents are accessing this information portal.</p> <p>All staff to focus on making regular phone calls to disadvantaged parents to identify positive behaviours from students to build relationships between school and home.</p> <p>Use of School Cloud, to encourage attendance by providing an efficient and accessible way of booking appointments. Events such as Year 9 IAG and the Year 10 Parent Information Evening conducted online to support parental engagement. £1089</p> <p>Attendance of parents to parents evenings to be improved through early communication (via text and email) and follow up with parents through phone calls if appointments have not been booked.</p> <p>After each parents event, the Head of Year to identify parents that have not attended the event and form tutors then make contact with these parents from a supportive perspective to identify how we can further support students and</p>	<p>Parental involvement is key to child's success</p> <p><a href="https://www.publicschoolreview.com/blog/parental-involvement-is-key-to-student-success">https://www.publicschoolreview.com/blog/parental-involvement-is-key-to-student-success</a></p> <p>Leading Parent Partnership Award (LPPA)</p> <p><a href="https://www.awardplace.co.uk/award/lppa">https://www.awardplace.co.uk/award/lppa</a></p> <p>EEF: parental engagement</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>EEF – working with parents to support students learning</p> <p><a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning-eef">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
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<p>families (why did they not attend, how can we help to support parents to attend in future, is there anything additional we can do to support with the student in school).</p> <p>Improved parental communication through the purchase of School Comms £3425 annual subscription.</p>		
<p><b>Disadvantaged students attend school in line with their non-disadvantaged peers.</b></p> <p>Appointment of new KS4 attendance and family liaison officer to support families with getting students into school. £31,920</p> <p>2 members of staff trained in EBSA (emotionally based school avoidance) to ensure appropriate support is in place for students. This support can be virtual with the intention of getting students back into school.</p> <p>Impact Ed survey for students and parents used to ascertain barriers and solutions linked to school attendance.</p> <p>Students with low attendance to be provided with structured support in accordance with the attendance policy. Close working relationship between parents and school attendance team.</p> <p>Support from the Tameside Educational Welfare officer to support students attendance to school. £2800</p> <p>PowerBI developed and used as a data analysis tool for school leaders to compare and analyse data. LHS attendance spreadsheet systems (updated daily) used by Assistant Headteachers, Heads of Year and form</p>	<p>NFER Being Present: The power of attendance and stability for disadvantaged pupils <a href="https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/">https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/</a></p> <p>Public First – listening to and learning from parents in the attendance crisis <a href="ATTENDANCE-REPORT-V02.pdf">ATTENDANCE-REPORT-V02.pdf</a> <a href="http://publicfirst.co.uk">publicfirst.co.uk</a></p> <p>Impact Ed attendance survey <a href="Understanding Attendance Diagnostic Study   ImpactEd">Understanding Attendance Diagnostic Study   ImpactEd</a></p>	<p>3</p>

<p>tutors to define key actions for groups of and individual students.</p> <p>10% of Inclusion Leaders Teaching and Learning Responsibilities to focus on analysis of data and organising / delivering interventions and then quality assuring the impact of this on disadvantaged students £15,766</p> <p>Intervention groups of students at risk of falling attendance are mentored by Heads of Year.</p> <p>Students at risk of low attendance have an individualised attendance monitoring plan.</p> <p>Assemblies used to celebrate and focus on attendance. Attendance is part of our whole school approach to rewards.</p> <p>Return to school forms developed for all students to complete following an absence to help further support students where needed and ensure missed learning it caught up on.</p>		
<p><b>Disadvantaged student’s participation rate increases to enrichment opportunities.</b></p> <p>Opportunities linked to GM higher (often funded) to have a disadvantaged focus to improve participation levels of students and to develop a wider experience of the world for students (cultural capital).</p> <p>A programme of Wednesday period 6 elective sessions to provide students with experiences across 3 themes (academic, physical health and wellbeing, community and leadership) throughout the academic year. All</p>	<p>Sutton Trust: Subject to background <a href="http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf">http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</a></p> <p>EEF: Enrichment Extending learning beyond traditional academic priorities, including careers education, and participation in the arts and sports. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p>Who has missed out on extra-curricular during lockdown <a href="https://livemore.yha.org.uk/education/who-has-missed-out-on-">https://livemore.yha.org.uk/education/who-has-missed-out-on-</a></p>	<p>1</p>

<p>students in Years 7-10 to participate in the elective programme. £10,000</p> <p>Increased participation rates on reward trips and educational visits to be encouraged through a clear financial statement on letters about trips and visits, with a named contact for any concerns in school to discuss support. £1000</p> <p>Theatre visits organised by the drama department include all DA students in the eligible cohort.</p> <p>Trust Excellence and Ambition Academy provides all students with visits to Ashton Sixth Form College (ASFC) on an annual basis and additional opportunities for identified KS4 student to visit the college for specific events linked to identified curriculum areas (Year 10 students through the ASFC XL programme where events are hosted throughout the year for high prior attaining students).</p> <p>Duke of Edinburgh scheme developed for Year 9 students to provide an additional enrichment opportunity. Funded places available for identified students. £1000</p> <p>Forest school curriculum for identified KS3 students to develop their communication and interaction with their peers, as well as provide leadership opportunities for students as Forest School Champions. CPD for teaching assistant to deliver forest school. £10,000</p>	<p><a href="#">extracurricular-and-enrichment-over-lock-down</a></p> <p>Raising Aspiration <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p>GM higher <a href="#">Parents &amp; Carers - GM Higher</a></p>	
<p><b>Disadvantaged students are less likely to be suspended from school.</b></p>	<p><b>EEF:</b> Wider Strategies of support for disadvantaged students.</p>	<p>4</p>

One additional pastoral and behaviour support worker employed to support students in year groups and reset base, which has been moved to support more focused intervention. Reflection on behaviour and strategies to prevent repeats £30,882

Pastoral Support Workers have an identified cohort of students who have a weekly mentoring sessions to set targets and review progress towards them.

Platform purchased to enable leaders to collate and track the impact of interventions.

Positive masculinity programme run through GM higher to support identified students.

Focused reintegration meetings following suspensions to review a students Individual Behaviour Plan and reflect on and adapt support strategies in place.

Where needs are identified, parents offered an Early Health Assessment (EHA), this can be done in conjunction with the Local Authority.

Support for students joining LHS as in year transfers (after September) includes induction meetings with Assistant Headteachers. Information is then shared with the SEND team, Head of Year and safeguarding lead where relevant. Students are met by an Assistant Headteacher on their first day in school to ensure a smooth start at LHS. After the transfer the Head of Year will analyse data in school each day and ensure students are given additional support where needed. Form tutors will

<https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies>

Improving behaviour: Class Charts  
<https://www.teachertoolkit.co.uk/2017/05/09/classcharts-3/>

Young Carers Programmes:  
<https://carers.org/how-your-school-can-support-young-carers/young-carers-in-schools>

EEF: Wider Strategies of support for disadvantaged students.  
<https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies>

EEF: Behaviour Interventions.  
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>

GL assessments  
<https://www.gl-assessment.co.uk/assessments/pa/ss/>



<p>also ensure regular check ins with students. For students needing additional support where needs are identified supported integration through the schools inclusion team and aspire centre. SEND testing in place for students to determine personalised support available.</p>		
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**Total budgeted cost: £281,924**

## Part B: Review of outcomes in the previous academic year 2023-24

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Aim	Outcome
<p>1. Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a particular focus on maths and science.</p>	<p>Students in the class of 2024 benefited from a range of developments and support across the curriculum areas. Students also benefited from targeted support through tutoring programmes (provided in person by school staff and online tutoring through the National Tutoring Programme), targeted intervention within lessons and within the aspire centre from our in-school maths tutor, and tutor time revision sessions linked to English, maths and science.</p> <p>For the class of 2024 –</p> <ul style="list-style-type: none"> <li>• Headline measures showed improvement from 2023 in 9-7 and 9-5 English and maths, 9-4 English, average attainment 8, EBACC 4+ and 5+ and EBACC average point score.</li> <li>• In math’s 5+ and 7+ results improved compared to the outcomes from the previous year.</li> <li>• Triple science 7+ results were all improvements on 2023 results.</li> </ul>
<p>2. Improved independent learning and study skills among disadvantaged students across all subjects with a particular focus on metacognitive approaches.</p>	<p>The introduction of the Class Charts platform has supported greater communication and consistency around the completion of homework:</p> <ul style="list-style-type: none"> <li>• 83% of parents are satisfied with the frequency of homework set.</li> <li>• 81% of parents are satisfied with the range of activities set for homework.</li> <li>• 80% of parents are satisfied with the communication through ClassCharts.</li> <li>• &gt;90% of students say they are aware how to revise and supported by their teachers to revise for assessments.</li> <li>• &gt;80% of students say they receive regular homework for core subjects.</li> </ul> <p>Study skills have been further developed through introducing knowledge organisers to the curriculum. Students in all year groups used these to develop revision skills. For all exam periods students have been provided with a revision guide written by curriculum leaders so it is clear what students need to focus on for each exam.</p> <p>Year 11 disadvantaged students participated in revision technique sessions delivered by an external company.</p>

	<p>A programme of masterclasses were organised for Year 11 disadvantaged students during tutor time, to further support the development of a secure long-term memory of powerful knowledge.</p> <p>KS4 students were trained in the VESPA (vision, effort, systems, practice and attitude) mindset model of study skills during tutor time to help them prepare for exam periods.</p> <p><u>2024 outcomes</u></p> <ul style="list-style-type: none"> <li>• In English language results were inline with the 7+ target range.</li> <li>• In English literature results were within all target ranges.</li> <li>• In triple science 4+ outcomes exceeded target ranges and in biology and physics 5+ outcomes were in line with target ranges. Triple science 7+ results were all improvements on 2023 results.</li> <li>• In history results improved at all levels compared to previous outcomes. At 7+ results were above the target range.</li> <li>• In geography results at 5+ and 7+ showed an improvement from previous outcomes.</li> <li>• In hospitality and catering results at 5+ and 7+ were within / above target grade ranges.</li> <li>• In computer science results were in line with the 4+ target range and exceeded the 5+ and 7+ target ranges.</li> <li>• In business results were above or within target grade ranges at all levels.</li> <li>• In enterprise results were above target ranges at 5+ and 7.</li> <li>• In RE results were above target grade ranges at all levels.</li> <li>• In art results at 4+ and 7+ were within / above target grade ranges and previous outcomes.</li> <li>• In sport results exceeded the 4+ target range and were an improvement on previous outcomes.</li> <li>• In dance results at 4+ and 7+ were within the target ranges.</li> </ul>
<p>3. All disadvantaged students to have their technological barrier removed.</p>	<p>All students are able to receive a laptop or device if they haven't got access to a suitable device at home. This supports a greater submission of homework as we use a range of online resources to support home learning. Over 100 devices were given out during COVID-19 to support students with their learning. In the past academic year 11 laptops were loaned for students to use as a device at home.</p>
<p>4. All parents of disadvantaged students positively</p>	<p>We have further enhanced our parental communication using a variety of different methods to engage our parents of disadvantaged students with school.</p>

<p>engage with school.</p>	<ul style="list-style-type: none"> <li>• We use the School Cloud booking system for parent events to allow parents to make appointments using an app.</li> <li>• To ensure all parents have booked appointments for events, Heads of Year, form tutors and the office staff have a system of texts and phone calls to ensure appointments are made.</li> <li>• The inclusion team offer one to one additional parent meetings virtually or face to face for disadvantaged students with special educational needs.</li> <li>• We hold some parent events virtually to enhance parental access to events such as information evenings.</li> <li>• A tracking system has been implemented to track attendance at parents evening and whole school events.</li> <li>• 73% of students parents attended our parent events in 2023-24.</li> </ul>
<p>5. Disadvantaged students attend school in line with their non-disadvantaged peers.</p>	<p>In order to improve the analysis of attendance we developed our attendance tracking systems and employed a new attendance and family liaison officer, as well as accessing the local authority EWO (educational welfare officer) service to support improvements in students attendance.</p> <p>Form tutors make contact with parents/carers if a child is absent.</p> <p>Heads of Year analyse the attendance data for their year groups to determine strategic actions and intervention cohorts of students.</p> <p>In 2023-24 the attendance of disadvantaged students was +0.8% higher than the national figure for disadvantaged students attendance (source - FFT).</p> <p>Whilst there have been improvements in the attendance of disadvantaged students, and this remains above the relevant published national data for comparable cohorts, disadvantaged students' attendance remains a key priority.</p>
<p>6. Improve literacy and comprehension for all students by the end of Key Stage 3.</p>	<p>A literacy recovery curriculum was put in place post-covid to close gaps and accelerate progress.</p> <p>To support the improvements to literacy a form time reading programme was implemented as part of our reading for betterment programme.</p> <p>Investment was made in the library environment and in new books. In KS3 all students spend one lesson a fortnight reading in the library.</p> <p>NGRT testing was completed to determine the reading age of all KS3 students, and this then informed cohorts of students for bespoke</p>

	<p>intervention packages for phonics, comprehension and reading fluency.</p> <p>Identified staff received training to deliver specific literacy interventions, in particular Ruth Miskin Phonics Programme.</p> <p>Annual reading age testing has shown a decrease in the number of students with a reading age significantly below their chronological age and therefore requiring intervention. For example, in Year 7 September 2022 there were 16 disadvantaged students with a reading age below their chronological age and in September 2024 (students now in Year 9), this number has reduced to 8.</p> <p>Of the DA students receiving reading intervention in 2023-24, 15 out of the 18 improved their reading age.</p>
<p>7. Disadvantaged student's participation rate increases to enrichment opportunities.</p>	<p>Through student voice, all students indicated they had participated in at least one cultural capital or enrichment event such as careers trips, theatre experiences, sporting events, University visits, fieldwork, enrichment week workshops, tutor group team sporting events, as well as aspiration days in school, guest speaker events, work experience placements and student leadership opportunities.</p> <p>Students in all year groups are involved in leadership opportunities with 31% of leadership opportunities being taken by disadvantaged students (29 students).</p> <p>Of the KS3 pledges completed by students, disadvantaged students represented 35% (54 students).</p> <p>49% of Year 7 and 8 students that attended extracurricular clubs were disadvantaged (54 students). The enrichment clubs with the highest participation levels were sports (football, cricket) and then drama and music clubs.</p> <p>80% of all students participated in an external visit opportunity in the academic year 23-24 (100% of students in Years 9-10).</p> <p>Following the CEIAG opportunities organised for students our 2024 moving on report records that 97% of our class of 2024 are in learning placements, with only 1.21% recorded as NEET (including one student recorded as NEET due to illness).</p>
<p>8. Behaviour and attitudes improve so that disadvantaged students are</p>	<p>A programme of mentoring took place with tutors of disadvantaged students to support more positive behaviour choices. Within this, tutors discuss and identify inclusion barriers to learning and put additional support in place for their tutees. This has demonstrated positive impact with the behaviour of students and has also supported</p>

<p>less likely to be suspended from school compared to non-disadvantaged.</p>	<p>an improvement in the attitude to learning within school across the range of subject areas.</p> <p>Pastoral Support Workers have provided personalised support and interventions for students and all opportunities are taken to review students Individual Behaviour Plans and support available.</p> <p>Our Ofsted inspection in February 2023 moved our grading for behaviour and attitudes from inadequate to good.</p> <p><i>‘Leaders have raised their expectations of pupils’ behaviour. Older pupils and staff reported that behaviour is better than in the past. Pupils behave well in lessons and during social times.’</i></p> <p>Inclusion data for 2023-24 -</p> <ul style="list-style-type: none"> <li>• The vast majority of parents say that the school makes sure student’s are well behaved.</li> <li>• The vast majority of parents say that the school has high expectations of their child.</li> <li>• Approximately 90% of students said that behaviour around school is at least good.</li> <li>• The vast majority of teachers said that behaviour in their lessons is good.</li> <li>• 83% of teachers said that the vast majority of students behave respectfully at unstructured times in the day.</li> <li>• There has been a 270 number reduction in lesson removes between comparable half term periods.</li> <li>• 89% of inputs on ClassCharts are positive, compared to 83% at the same point last year.</li> <li>• Less than 1% of students eligible for pupil premium were in receipt of a suspension in 2023/24.</li> </ul>
<p>9. Disadvantaged students who are also SEND to receive the correct level of pastoral support to enable their needs to be met.</p>	<p>When comparing the outcomes for SEND students in 2024 with those from 2023 some improvements are demonstrated as a result of personalised adaptations and targeted interventions in place for students. Regular Senior Leader meetings are held to review and adjust the personalised adaptations in place for students.</p> <ul style="list-style-type: none"> <li>• In 2024 for English and maths 5+, the gap between SEND and non SEND students reduced by 5%.</li> <li>• The % of SEND students achieving a 9-7 in maths was 14.3%, compared to a non-SEND figure of 8.9%.</li> <li>• The % of SEND students achieving a 44 or higher in combined science was 44%, compared to a non-SEND figure of 33.3%.</li> </ul>

	<p>There was an increased capacity of pastoral support workers to support inclusion interventions.</p> <p>The Aspire Centre manager supported disadvantaged students accessing SEND provision in the Aspire Centre and in the class of 2024 2 EHCP students accessed alternative provision including Kip McGrath tutoring.</p> <p>Mentoring support was in place for identified DA/ SEND students to support with any barriers to learning that students were experiencing.</p> <p>A maths tutor delivered 1:2:1 tutoring sessions for students.</p> <p>A software packaged was purchased to track interventions that were in place and their impact.</p>
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## Externally provided programmes

Programme	Provider
Forest School	Delivered by Forest School trained staff

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

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p> <ul style="list-style-type: none"> <li>Individual mentoring programme from the Pastoral Support Workers.</li> <li>Mental health and wellbeing support and counselling provided.</li> </ul>	<p>Service premium students received a mentor who they met to support them with well-being and academic support as appropriate, to ensure they accessed and engaged with the full curriculum.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Service premium students 23/24</p> <ul style="list-style-type: none"> <li>Above national attendance for all students</li> <li>No suspensions</li> <li>All students accessing a full timetable and curriculum</li> </ul> <p>Service premium students 24/25</p> <p>1 in Year 7</p> <p>1 in Year 9</p>

