

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	915
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 21
Date on which it will be reviewed	October 22
Statement authorised by	K Williams
Pupil premium lead	M Wells
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£375,700
Recovery premium funding allocation this academic year	£55,750
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	£431,450

Part A: Pupil premium strategy plan

Statement of intent

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

Our priorities are as follows:

High quality teaching, embedding literacy across the curriculum

We have placed a significant emphasis on securing foundations in literacy, as we know strong literacy is crucial to academic success and for preparing children for life beyond school.

Attendance and parental engagement

We use funding to enable the school to help remove barriers to learning for our students through mentoring, attendance monitoring, our inclusion programme and parental engagement.

We believe that every child should have the same opportunities to experience the wider world, build their cultural capital and find interests. Therefore, we also prioritise using pupil premium funding to ensure all our students have the same opportunity to access the broader curriculum, including trips, visits and music lessons.

Gaps in Knowledge

The pandemic has resulted in greater gaps in student knowledge and understanding. Through use of Pupil Premium Funding, we have the necessary resources and training to identify gaps and help students make accelerated progress.

Behaviour and Wellbeing

Some students lack resilience, motivation and learning skills, the impact of COVID-19 has made this more acute. Pupil Premium funding supports us to provide bespoke mentoring and foundation studies for our most vulnerable students.

Challenges

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

Challenge number	Detail of challenge
1	Attendance - Attendance amongst disadvantaged students is significantly lower than non-disadvantaged students.
2	Literacy- A larger proportion of disadvantaged students arrive below age-related expectations for literacy than non-disadvantaged.
3	Gaps in knowledge as a consequence of the pandemic - As a result of the COVID-19 pandemic, attainment has been impacted for all students but especially those that are disadvantaged.
4	Behaviour and Wellbeing - Some students lack resilience, motivation and learning skills- the impact of COVID-19 has made this more acute. Wellbeing surveys demonstrated anxiety around school.
5	Parental engagement - There are greater barriers to parental engagement for some families, sometimes through literacy, technology or other reasons.
6	Raising Aspirations and Providing Opportunities - Although students are aspirational, access to, and engagement in, extra-curricular opportunities can be more limited for disadvantaged groups. This will impact on their potential in school, career and life.

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
Attendance	Attendance target for DA -90%
Progress 8	Narrow the gap between DA and Non DA students by 50%
Attainment 8	Narrow the gap between DA and Non DA students by 50%
Percentage of 4+ in English and Maths	Narrow the gap between DA and Non DA students by 50%
Wellbeing	The narrowing of the gap between non-disadvantaged and disadvantaged on the Well-being impacted survey.

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: £18,190.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CDP to embed metacognition, retrieval practice, feedback techniques	Evidence based Education research and Assessment Materials Teachers' Trust are two example of research organisations who have found retrieval practice to have significant impact on attainment.	3
Literacy focused CPD for all teaching staff Biweekly delivery of Literacy through Mentors	Significant evidence for impacts of effective literacy curriculum Marc Rowland Research Schools Network delivery 10 th November 2021 focused on the importance of reading for student progress.	2
Recruitment of Senior Leadership to drive the schools' approach in closing the attainment gap	https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability National college for teaching and leadership	1-6

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

Budgeted cost: £126,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention	Evidence based Education research and assessment materials teachers trust are two example of research organisation who have found retrieval practice to have significant impact on attainment	2, 3
Reading and Maths intervention programmes	EEF evidence of impact from Accelerated Reader	2,3
Reading Coach	Significant evidence for impacts of effective literacy curriculum +6 months impact	2
Embed a consistent approach to Accelerated	EEF study found Accelerated reader to have a significant impact on progress in reading and most	2

Reader, including home learning strategies in Yr7	impact on DA students at the start of secondary school.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £286,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Student Mentoring Parental Engagement	Attendance and attainment are directly linked (see DfE paper here) EEF toolkit evidence that parental engagement has +4 months impact	1
Behaviour and wellbeing Support through the Inclusion programme	EEF toolkit evidence +4 months impact	4
Wider Participation through engagement in -University programmes -Mentoring to Raising aspirations -Extracurricular opportunities	Education Endowment foundation Learning Toolkit Significant evidence for key role of cultural capital in educational achievement	6

Total budgeted cost: £ £431,450

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 2020 to 2021 academic year.

Through teacher TAGs data shows an attainment gap between DA and Non DA. Quality first teaching and additional tutoring had a positive impact on progress. DA students engaged less with Home learning, homework and revision. This is a priority area for us.

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
Online Tutoring	Action Tutoring

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.