Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Longcroft School and Sixth Form
Number of pupils in school	741 (677)
Proportion (%) of pupil premium eligible pupils	27% (196)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2023 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr D Perry Head Teacher
Pupil premium lead	Ms R Woolner Head of Inclusion
Governor / Trustee lead	Mr P Marshall Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,490
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	£164,490

Part A: Pupil premium strategy plan

Statement of intent

At Longcroft School and Sixth Form we aim to provide a caring, safe and inclusive environment where every child is known, valued and effectively enabled to achieve. We believe in the incredible capacity of all people to achieve great things irrespective of their background or specific challenges they face, and are committed to addressing any emerging barriers to success in school.

In accordance with established policy and practice, teachers will set high expectations for every pupil. They should plan stretching work for all pupils, including whose attainment is significantly above the expected standard. High quality teaching is at the heart of our approach, with a sustained focus on adaptive practice and on areas in which disadvantaged pupils require the most support. Whilst teaching and learning strategies identified in this context are proven to have the greatest impact on closing the disadvantage attainment gap, they will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the generic impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils remains below that of their non-disadvantaged peers. This additional lost learning time negatively impacts pupil progress.
2	In 2024, disadvantaged pupils on average achieved a lower overall progress 8 score compared to their non-disadvantaged peers.

3	Proportionally fewer disadvantaged pupils have historically accessed the full EBacc suite of courses at Key Stage 4 relative to their non-disadvantaged peers. This is specifically an issue with modern foreign languages, which is the limiting factor.
4	Assessments, observations and discussion with KS3 pupils indicate that literacy and numeracy skills and reading ages are often lower for disadvantaged pupils than for their non-disadvantaged peers. This can limit access to the curriculum and reduces capacity for academic enrichment and hinterland learning, impacting on progress in all subjects.
5	Analysis of internal data and discussions with pupils suggest that there is inequality of access to equipment, resources and experiences which support learning between disadvantaged learners and their non-disadvantaged peers.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of pupils who are persistently absent being consistently below regional and national comparisons.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2025/26, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 3 years this figure was as low as 11 – 17% with modern foreign languages being the single limiting factor. 2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve: • an average Attainment 8 score of 47.5 or above • an EBacc average point score of 4.25
Improved literacy / numeracy levels and reading ages for all pupils across KS3, especially those who are disadvantaged.	Relevant standardised tests demonstrate improved scores among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and routine quality assurance.
Improved access to any relevant equipment, resources and experiences which support learning for all disadvantaged learners.	Teacher reports and class observations suggest disadvantaged pupils are more confident and able to contribute to lessons. Homework completion rates across all classes and subjects are improved and associated sanctions for non-completion reduced.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£93,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A comprehensive professional development programme has been implemented which includes teachers, TAs, support staff and ECTs (as required). Timetabled PD sessions allow colleagues to work collaboratively across the Wonder Learning Partnership and within their own schools and teams. The programme will be supported by an online platform and appraisal processes to focus personal areas for practitioner development but will also have a whole school / partnership focus of improving outcomes for disadvantaged learners. In Phase 1, CPD sessions will be built around the curriculum and adaptive teaching, 'High expectations', and metacognition as areas proven to disproportionately benefit disadvantaged learners. This will be further supported by continued engagement with the NACE Challenge framework.	An investment in professional development including directed time to implement, review and evaluate practice will improve the routine classroom experience for all learners. Focus areas identified have been selected based on EEF guidance and the tiered model / menu of approaches. EEF | Tiered Model and Menu of approaches Metacognition and self-regulation | Toolkit Strand | EEF	2,3,4
Use of standardised diagnostic assessments across Key Stage 3 as well as dyslexia and PASS screening. Training will be provided for staff to ensure assessments are interpreted correctly. Outcomes will be used to inform strategy, interventions and targeted support.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of individual pupils and wider groups to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | EEF	1, 2, 3, 4, 5
Improving literacy and numeracy across the curriculum in line with recommendations in the EEF Improving Literacy in Secondary Schools and Improving Mathematics in KS2 and 3 guidance	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	4

We will build disciplinary literacy in to the professional development programme and ensure that the curriculum in all areas is explicit about key vocabulary and how it is purposefully taught and learned.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	
Embed revised marking and feedback policy supported by staff training at INSET and enhanced quality assurance processes. As part of the evidence informed approach to marking and feedback at Longcroft, teachers are required to regularly assess progress and feedback to pupils, using methods designed to maximise impact without detrimentally impacting on teacher workload. Disadvantaged pupils are prioritised for live marking and for assessment and feedback cycles.	Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support. Based on extensive evidence, feedback has a very high impact for a very low cost. EEF | T&L Toolkit Feedback	2,3,4
Develop the capacity of curriculum leaders to address in school variation in outcomes, starting with those in EBacc disciplines through a structured programme of professional development and peer coaching. This will include in addition to internal quality assurance processes, a review / audit through the Wonder Learning Partnership school improvement team, support / coaching for team improvement planning and implementation, and where appropriate, regular meetings with a specialist Director of studies throughout the academic year.	The National College for School Leadership report that school leadership is second only to classroom teaching as an influence on pupil learning. They also reference substantial research on the benefit and importance of successful distribution of leadership in schools. NCSL | Successful School Leadership	2,3,4

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

Budgeted cost: **£44,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed targeted programmes for reading and maths intervention for disadvantaged pupils who need additional help to access and comprehend texts and address vocabulary gaps or apply basic mathematical principles. This includes a phonics programme for the very weakest readers.	Reading is recognised as a key gateway to the curriculum and learning. It is acknowledged that the pandemic has had a significant impact on reading development and this is reflected in standardised assessments completed in school. Interventions have been proven to improve significantly pupils' capacity to access and comprehend text. National Literacy Trust CV19 and literacy | The attainment gap and learning loss EEF | Reading comprehension strategies | Toolkit Strand The Fresh Start Phonics programme and White Rose Maths have received awards for their curriculum impact particularly for SEND pupils and there are a number of case studies available for secondary schools using resources: Fresh Start Phonics | Case Studies	4
School Led Tutoring and National (online) programme providing targeted small group tuition, focused particularly on English and Maths as carefully selected other subjects. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition | Toolkit Strand | EEF	1, 2, 3, 4
Brilliant Club project delivered for targeted group of KS3 disadvantaged HA pupils. Pupils work with postgraduate mentors and complete an extended project as part of the programme which promotes access to Higher Education for pupils from disadvantaged backgrounds.	Brilliant Club impact demonstrates the progress pupils engaged with the programme make, and this has been externally validated by Ofsted's report on 'The most able students' and the effective use of Pupil Premium Funds. Ofsted | The most able students update	2,3,5
Develop access to a range of support and intervention routes, including on demand	Having a range of flexible support and interventions responds to the challenge that some disadvantaged pupils / families	2,3,4

programmes such as GCSE Pod, SENECA and SPARX. Focus can be targeted but also provide general academic support, and engagement is tracked by HOS to ensure disadvantaged pupil access and impact.	have expressed with regards to access. Programmes such as GCSE Pod alongside in school tutorial programmes, peer mentoring and 'Period 6' have been shown to demonstrate impact through previous in school analysis and national reports. GCSE Pod | Impact Analysis (from slide 11) | Our Impact | Sparx Maths | SENECA Research Evidence | Bedrock Literacy Case Studies	

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

Budgeted cost: **£26,490**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Working together to improve school attendance advice. Relevant staff will receive training and release time to develop and implement revised procedures, working in partnership with Wonder Learning Partnership schools in the region. Attendance officer will support the oversight of embedded systems to improve attendance including a systematic programme of recognition and rewards.	It is widely acknowledged locally and nationally that attendance post pandemic is a significant issue. DfE guidance has been created as a direct response to this challenge and is informed by engagement with schools that have stronger levels of overall attendance and who have demonstrated capacity to reduce persistent absence levels. DfE | Working together to improve school attendance	1,5
ClassCharts attendance module embedded alongside homework and communications function to streamline alerts and communications with home. These improved systems for contact with home by teachers and support staff will be embedded to improve the quality of on-demand and personalized information for parents. Improved homework monitoring by pastoral colleagues will ensure any concerns for disadvantaged learners are swiftly identified and responded to.	Timely communication with parents supports the development of effective relationships which are associated with improved outcomes for pupils. EEF | Working with parents to support children's learning M Castro, et al. Parental involvement on student academic achievement: a meta-analysis. 2015	1,2

Development of a Personal Development Passport to articulate a minimum entitlement to experiences, trips and visits for all pupils during the course of their school life. This will extend to the offer of free musical tuition for a fixed period during KS3 for disadvantaged pupils.	Cultural and social capital have been recognised through the current Education Inspection Framework as important considerations when designing school curricula. The social mobility commission validate the associated impact on the disadvantaged gap & pupil progress. Social Mobility Commission | Against the Odds	2,5
Contingency fund for acute issues. This might include for example funding used to offer practical support for uniform, equipment / practical requirements (e.g. D&T), revision materials etc that are provided to the disadvantaged cohort.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

Total budgeted cost: £164,490

Part B: Review of outcomes in previous academic year

Pupil premium strategy outcomes

This summarises the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Overall outcomes at Key Stage 4 show that our disadvantaged cohort in 2023 received a lower progress 8 score compared to their non-disadvantaged peers. We are pleased that results have further marginally improved (the in school gap narrowing), however we are still aware that there is a significant gap between disadvantaged and non-disadvantaged pupils' academic performance.

Overall attendance was higher than the national average for all schools and similar schools and an improvement on the previous year for 2024/25. The lowest performing disadvantaged cohort was pupils currently eligible for Free School Meals. This cohort's attendance improved on the previous year by 1.5% and was also well above national comparisons for all schools and similar schools at 89.5%. Despite this improvement, there remains a substantial internal gap to pupils who are not currently eligible for Free School Meals and therefore this cohort will remain a priority for us this year.

A focus on developing reading and vocabulary post pandemic demonstrated positive progress for Pupil Premium (PP) pupils across KS3. Year 7 made the greatest gains in nationally standardised assessments, moving several places in the percentile rank during the last reporting period. In all year groups reading ranks remained well below those in mathematics. Reading scores at their best were in line with national average and although narrowed, gaps remained between Pupil Premium pupils and others within school. Therefore, developing core literacy and numeracy skills will remain a priority with a developed and enhanced strategy for 2025 which builds on the successes of the previous year.

Externally provided programmes

Programme	Provider
Cognitive Abilities Testing (CATs)	GL Assessments
STARS	GL Assessments
KS3 Subject Testing	GL Assessments
RAPID Dyslexia Screener	GL Assessments
PASS	GL Assessments
Accelerated Reader	Renaissance
Lexia	Lexia UK Limited
Fresh Start Phonics	Ruth Miskin (Read, Write Inc.)
White Rose Maths (KS2 and KS3 package)	White Rose Maths

ELSA	Local Authority training
Brilliant Club – Scholars Programme	Brilliant Club

Further information

Our Pupil Premium Strategy remains a key priority for Longcroft School and Sixth Form. The overview as action included in this document will be supplemented by a number of other activities that will support all pupils including disadvantaged pupils. These include but are not limited to:

- Maintaining a focus on adaptive and responsive teaching, including through curriculum leaders assessing/revising curriculum plans to address any identified gaps in learning
- Ensuring pupils are provided with targeted intervention both during the school day and after school
- Provision of a range of interventions to support pupils with SEND and to promote well-being.
- Ensuring that all Care and Achievement coordinators and relevant wider pastoral colleagues are fully 'Mental Health First Aid trained'.
- Offering a wide range of high-quality extracurricular activities and enrichment

We will continue to use the EEF implementation guidance to help us effectively deliver our strategy and thoroughly evaluate the impact of identified initiatives.