

Pupil Premium Strategy Statement: LONGRIDGE HIGH SCHOOL 2020-21

1. Summary information

School	Longridge High School				
Academic Year	2020-21	Total PP budget	£172,225	Date of most recent PP Review	09/20
Total number of pupils	783	Number of pupils eligible for PP	202 (25.8%)	Date for next internal review of this strategy	01/21

2. Current attainment

Measure	2019				2020			
	All	All	All	All	All	Non PUP	PUP	Gap
KS2 Prior	4.88	4.96	4.62		4.95	5.01	4.75	
Progress 8	-0.37	-0.07	-1.38	-1.3	-0.10	-0.01	-0.42	-0.41
Attainment 8	44.82	49.65	28.60	21.05	52.77	55.05	44.46	10.59
% achieving 9-5 E and M	47.9	56.8	18.2	38.6	51.44	55.8	35.5	20.3
% achieving 9-4 E and M	61.1	72.1	24.2	47.9	72.9	77.9	54.8	23.1
% achieving 5 Strong passes inc EM	44.4	52.3	18.2	34.1	50.0	54.0	35.5	18.5
% achieving 5 standard passes inc EM	59.7	70.3	24.2	46.1	72.2	77.0	54.8	22.2
Attendance	95.19	96.11	92.11	4.0	94.67	95.53	91.88	4.0
FT Exclusions	60	24	36	12	34	20	14	
P Exclusions	5	5	0	-5	3	2	1	-1

**Several Year 11 pupils did not follow the progress 8 route and several joined the school after KS3. However, it is the school's belief that we should support every young person, and find a route through for them. Our shadow data for 2019 progress 8 for pupil premium is -0.85.

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (*issues to be addressed in school, such as poor literacy skills*)

A	Progress and Attainment of Pupil Premium pupils is less than the rest of the cohort.
B	PP pupils have low prior attainment levels.
C	Disadvantaged pupils with significant social, emotional and behavioural barriers to learning.
D	Low aspirations and careers goals.

Additional barriers (*including issues which also require action outside school, such as low attendance rates*)

E	Attendance of Pupil Premium pupils is below the school average
F	PP pupils reluctant to get involved in wider school life.

4. Intended outcomes (*specific outcomes and how they will be measured*)

Success criteria

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A	Improve rates of progress and attainment in all subjects at KS3 and KS4	Data to show a decreasing gap in most subjects.
B	Early identification of Literacy and Numeracy needs.	Pupils with literacy and numeracy needs to be given targeted support.
C	Individual pupils' social, emotional and behavioural barriers identified and supported. Early intervention to improve pupil engagement and reduce behaviour issues.	Reduced PP behaviour concerns. PP proportionally represented in Rewards' assemblies.

D	High quality Careers provision. Enhanced opportunity to visit Higher and further Education establishments.	All PP have a personalised and aspirational career plan/training place and NEET figures are in line with non-PUPs.
D	Increase attendance rates for PUP pupils to narrow the gap with non-PUP pupils.	Reduce the number of PA for PP to NA Overall attendance of PUP pupils to improve to 94% in line with all pupils.
E	A greater proportion of PP pupils to join clubs and get involved in school events.	PP proportionally represented as prefects and other roles of responsibility. Increase in PP regularly involved at lunchtime and after school in school activities

5. Planned expenditure

Academic year

2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

(i) Quality of teaching for all

NFER/EEF research into the most effective ways to support disadvantaged pupils' achievement reinforces the importance of high quality teaching for all. Sir Kevan Collins and John Dunford's research and articles on using the Pupil Premium effectively emphasises the importance of focussing relentlessly on the quality of teaching and learning. Research demonstrates that highly effective teaching disproportionality benefits disadvantaged pupils.

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve rates of progress and attainment in all subjects at KS3 and KS4	To improve the quality of first-time teaching – specifically regarding challenge for all, effective feedback, modelling and metacognition and self-regulation	We want to provide high quality day to day teaching to all pupils to improve outcomes for all. EEF research into the most effective ways to support disadvantaged pupils' progress emphasises the importance and impact of high quality teaching for all. Staff training (pedagogy and practical strategies) and regularly measuring its impact on teaching and learning will allow us to provide this.	The process of measuring the quality of teaching and learning (Typicality) embeds the key principles of quality first teaching as highlighted by the Sutton Trust. There are three rounds per year. Each round is measured with strengths and targets for individuals/teams and whole school.	Teaching and Learning /DHT PP	January 2021 July 2021 £8000 T and L/ancillary costs

Improve rates of progress and attainment in all subjects at KS3 and KS4	To improve the quality of teaching and learning through programs that support personalised provision, differentiation, and engagement	Electronic programs – Accelerated Reader, Mathswatch, GCSE Pod are shown to have a positive impact on improving the reading and numeracy levels and having a positive impact on outcomes and learning.	These electronic based programs offer easy access to accurate data on impact, progress and pupil outcomes. These programs are personalised to match the needs of individual learners therefore ensuring the impact is most effective and measurable.	DHT PP/Subject Leaders English and Maths	January 2021 July 2021
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Total budgeted cost					
(ii) Targeted support					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Early identification of PP with literacy and numeracy needs.	On transition to LHS PP students with low levels of prior attainment are identified and will be given extra support with literacy and numeracy. They will be tested for reading age and will take CAT tests.	The EEF Toolkit suggests that targeted interventions matched to specific pupils is effective.	Use of subject specific TA3s for each area will give targeted and personalised support and interventions to eligible PUP pupils – directed by HOD. Programme of literacy and numeracy interventions at KS3 – organised and monitored by TLR holders in English and Maths. Use of TA2 support staff for individuals and groups. DHT PP to meet ½ termly with SEM and GAG to review progress in literacy and numeracy of PP	HOD English and Maths TLR Holders E/M	January 21 April 21 July 21 TLR £2147

Improve rates of progress and attainment in all subjects at KS3 and KS4.	All PP to be assigned an mentor	Continued underperformance of PUP pupils in external examinations has identified this area and driven the need for further targeted interventions to take place in all subject areas.	HOD in each subject area is responsible for improving the performance of PUP pupils in area of responsibility. AHT to have half termly line manager meetings, with mentors, which have a specific focus on the action plan to improve PUP performance and measure the impact of it.	DHT PP/HOD/SLT	January 21 April 21 July 21
Improve rates of progress and attainment in all subjects at KS3 and KS4	Eligible pupils are more effective in their revision schedules and identifying and addressing areas for improvement.	EEF research suggests that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	Learning Mentors to develop organisation skills and ensure pupils are fully equipped and prepared for examinations. In addition, they will receive additional support with coursework.	DHT PP	January 21 April 21 July 21

(iii) Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Increase attendance rates for PUP pupils to 94% and to narrow the gap to 3 % with non-PUP pupils.</p>	<p>Targeted intervention when PP attendance falls below 97%.</p>	<p>Poor attendance is the biggest external barrier to learning and progress.</p>	<p>Personalised support and intervention from mentor for each PP falling below 97%. Same day calls for target PP pupils. Pastoral meetings (fortnightly) with DHT, PSO to discuss target pupils. Incentives for attendance incorporated into the school rewards system. Home visits to PP by PSO</p>	<p>DHT PP, PSO</p>	<p>January 21 April 21 July 21 Attendance officers £38,856</p>
<p>High quality Careers provision. Enhanced opportunity to visit Higher and further Education establishments.</p>	<p>To develop a programme of visits and external speakers to raise pupil aspirations.</p>	<p>Pupils with higher aspirations are more likely to be fully engaged with school</p>	<p>DHT and careers staff to devise a programme of events to able pupils to access aspirational visits and events. All targeted PUP pupils will meet with CEIAG careers advisors (internal and external) to create an aspirational pathway for their future studies/career. College visits/careers talks will target these low aspirational pupils to see the wider world.</p>	<p>DHT, Careers support staff.</p>	<p>January 21 April 21 July 21</p>
<p>Individual pupils' social, emotional and behavioural barriers identified and supported. Early intervention to improve pupil engagement and reduce behaviour issues.</p> <ul style="list-style-type: none"> • Improve number of PP with positive effort grades to 60% 	<p>Learning Mentor to support students in engaging with their classroom studies. The reinforcement and positive support towards behaviour for learning and to encourage involvement in extracurricular activities.</p>	<p>A lack of external educational and cultural opportunities limits knowledge of the world and therefore limits aspirations and career goals. Pupils who engage in lessons and wider aspects of school will make greater progress. Pupils will follow personalised pathways to maintain pupil engagement.</p>	<p>DHT to meet with LM on weekly basis to discuss pupil progress.</p>	<p>DHT PP, PSO</p>	<p>January 21 April 21 July 21 PP Mentors £95,000</p>

<p>Individual pupils' social, emotional and behavioural barriers identified and supported. Early intervention to improve pupil engagement and reduce behaviour issues.</p> <ul style="list-style-type: none"> • Improve parental engagement 	<p>PSO to ring all PP parents before Parents evenings. Parents who don't attend invited to attend a meeting in school.</p>	<p>Positive encouragement and support from parents will lead to increase confidence and motivation of pupils</p>	<p>Monitor attendance at Parents evenings</p>	<p>PSO</p>	<p>After each parents evening</p>
<p>Individual pupils' social, emotional and behavioural barriers identified and supported. Early intervention to improve pupil engagement and reduce behaviour issues.</p> <ul style="list-style-type: none"> • Identify barriers to learning 	<p>PSO to interview pupils to establish barriers to learning. Pupils identified attend UCAN programme or blossom tree</p>	<p>To ensure interventions are specific to individual pupil</p>	<p>Pupils questionnaires</p>	<p>PSO Steve Kenny</p>	<p>January 21 April 21 July 21</p>

<p>Individual pupils' social, emotional and behavioural barriers identified and supported. Early intervention to improve pupil engagement and reduce behaviour issues.</p>	<p>To ensure all pupils have access to uniform and relevant equipment to foster engagement with school life and build self-confidence. Pupils identified attend UCAN programme or blossom tree</p>	<p>All eligible/vulnerable PUP pupils have a full and appropriate uniform and equipment for learning. Providing equality/equity of uniform and equipment allows all pupils to engage in learning and improves self-confidence and resilience.</p>	<p>Form tutors and Heads of Year to monitor the need for uniform and inform pastoral officers. Funding to be allocated to provide equipment for eligible pupils.</p>	<p>Pastoral Officers/HOY/DHT PP/FT Steve Kenny</p>	<p>January 21 April 21 July 21 £1000</p>
<p>A greater proportion of PP pupils to join clubs and get involved in school events.</p>	<p>Learning Mentor to support students in engaging with their classroom studies. The reinforcement and positive support towards behaviour for learning and to encourage involvement in extracurricular activities. PP pupils invited to attend UCAN and Blossom tree projects</p>	<p>Pupils who are engaged in wider life of school are more likely to be successful.</p>	<p>SLT to ensure all school events has a higher proportion of PP pupils assisting with school events. DHT to meet Learning Mentor to review engagement on a half termly basis. Register of pupils attending Blossom tree and UCAN projects.</p>	<p>AHT PP, Learning mentor.</p>	<p>January 21 April 21 July 21 £27,259</p>
<p>A greater proportion of PP pupils to join clubs and get involved in school events.</p>	<p>At least a proportional uptake and successful</p>	<p>This programme has well documented evidence for improving confidence, increasing cultural experiences and</p>	<p>Targeted pupils would be invited to take part in this programme and there would be financial support to meet their needs. Assistance with equipment.</p>	<p>AHT PP Coordinator for D of E</p>	<p>January 21 April 21 July 21</p>

	completion on the Duke of Edinburgh Bronze award	developing new skills – all areas which would help our PUP pupils perform better in external exams and widen their experiences.			
A greater proportion of PP pupils to join clubs and get involved in school events.	At least a proportional uptake and success in appointment into positions of responsibility.	External models/examples of leadership may be barriers to aspirations or aiming high and seeing the bigger picture. Some pupils do not see the value of engaging in school or taking responsibility/leadership roles.	Invite/encourage applications from the PUP cohort for positions of leadership across the school – especially as prefects/senior prefects and sports leaders. Monitor the proportion of successful applications and support pupils once in positions of responsibility. Encourage unsuccessful applicants to reapply in later rounds.	HOY/AHT	January 21 April 21 July 21
To improve monitoring and review process through pupil voice.	DHT PP to interview pupils to monitor effectiveness of plan	Accurate feedback by pupils will improve effectiveness of new plan the following year	DHT conducts pupil voice meeting	AHT	July 2021
Total budgeted cost					£172,262

Pupil Premium Review

Review of expenditure 2019-20				
Intended outcome and expenditure	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review
<p>Improve rates of progress and attainment in all subjects at KS3 and KS4</p> <p>£8000 T and L/ancillary costs</p>	<p>To improve the quality of first-time teaching – specifically regarding challenge for all, effective feedback, modelling and metacognition and self-regulation</p>	<p>We want to provide high quality day to day teaching to all pupils to improve outcomes for all. EEF research into the most effective ways to support disadvantaged pupils’ progress emphasises the importance and impact of high quality teaching for all. Staff training (pedagogy and practical strategies) and regularly measuring its impact on teaching and learning will allow us to provide this.</p>	<p>The process of measuring the quality of teaching and learning (Typicality) embeds the key principles of quality first teaching as highlighted by the Sutton Trust. There are three rounds per year. Each round is measured with strengths and targets for individuals/teams and whole school.</p>	<p>Review</p> <p>a) January 2020 b) September 2020</p> <p>a) Contacted parents re: Progress Checks Y 11 Boost lessons HSC C/W DT C/W Food tech support Maths support English support 1 to 1 mentoring.</p> <p>b) 18/19 Attainment 8 PP 28.92 Gap 19.99 P8 -1.31 Gap -1.20</p> <p>19-20 Attainment 8 PP 44.46 Gap 10.33 P8 -0.42 Gap -0.41</p>
<p>Improve rates of progress and attainment in all subjects at KS3 and KS4</p>	<p>To improve the quality of teaching and learning through programs that support personalised provision, differentiation, and engagement</p>	<p>Electronic programs – Accelerated Reader, Mathswatch, PiXL are shown to have a positive impact on improving the reading and numeracy levels and having a positive impact on outcomes and learning.</p>	<p>These electronic based programs offer easy access to accurate data on impact, progress and pupil outcomes. These programs are personalised to match the needs of individual</p>	<p>a) Pupils on report Lesson Observations In class support</p> <p>b) 18/19 Attainment 8 PP 28.92 Gap 19.99 P8 -1.31</p>

			learners therefore ensuring the impact is most effective and measurable.	Gap -1.20 19-20 Attainment 8 PP 44.46 Gap 10.33 P8 -0.42 Gap -0.41
Early identification of PP with literacy and numeracy needs. TLR £2147	On transition to LHS PP students with low levels of prior attainment are identified and will be given extra support with literacy and numeracy. They will be tested for reading age and will take CAT tests.	The EEF Toolkit suggests that targeted interventions matched to specific pupils is effective.	Use of subject specific TA3s for each area will give targeted and personalised support and interventions to eligible PUP pupils – directed by HOD. Programme of literacy and numeracy interventions at KS3 – organised and monitored by TLR holders in English and Maths. Use of TA2 support staff for individuals and groups. AHT PP to meet ½ termly with SEM and GAG to review progress in literacy and numeracy of PP	SEM has identified all pupils with low reading age. AR reader has seen improvement in RA of all PP pupils.
Improve rates of progress and attainment in all subjects at KS3 and KS4.	All PP to be assigned an mentor	Continued underperformance of PUP pupils in external examinations has identified this area and driven the need for further targeted interventions to take place in all subject areas.	HOD in each subject area is responsible for improving the performance of PUP pupils in area of responsibility. AHT to have half termly line manager meetings, with mentors, which	36% of PP pupils are below expected progress. Year 10 and 11 in class and out of class support. mentoring.

			have a specific focus on the action plan to improve PUP performance and measure the impact of it.	
Improve rates of progress and attainment in all subjects at KS3 and KS4	Eligible pupils are more effective in their revision schedules and identifying and addressing areas for improvement.	EEF research suggests that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	Mentors to develop organisation skills and ensure pupils are fully equipped and prepared for examinations. In addition, they will receive additional support with coursework.	<p>a) Pupils on report Lesson Observations In class support</p> <p>b) 18/19 Attainment 8 PP 28.92 Gap 19.99 P8 -1.31 Gap -1.20</p> <p>19-20 Attainment 8 PP 44.46 Gap 10.33 P8 -0.42 Gap -0.41</p>
Increase attendance rates for PUP pupils to 94% and to narrow the gap to 3 % with non-PUP pupils. Attendance officers £38,856	Targeted intervention when PP attendance falls below 97%.	Poor attendance is the biggest external barrier to learning and progress.	Personalised support and intervention from mentor for each PP falling below 97%. Same day calls for target PP pupils. Pastoral meetings (fortnightly) with AHT, PSO and Mentors to discuss target pupils. Incentives for attendance incorporated into the school rewards system	<p>a) Current PP attendance 93.37 up to 7/12/19. Contact with parents Letters home Prosecution Bus passes purchased Food hampers.</p> <p>b) PP attendance 91.88 Gap 3.75% 2019-20 Gap 4.3% 2018-20</p>

<p>High quality Careers provision. Enhanced opportunity to visit Higher and further Education establishments. Careers support £16880</p>	<p>To develop a programme of visits and external speakers to raise pupil aspirations.</p>	<p>Pupils with higher aspirations are more likely to be fully engaged with school</p>	<p>AHT and careers staff to devise a programme of events to able pupils to access aspirational visits and events. All targeted PUP pupils will meet with CEIAG careers advisors (internal and external) to create an aspirational pathway for their future studies/career. College visits/careers talks will target these low aspirational pupils to see the wider world.</p>	<p>a) 20 Year 9 PP pupils have completed the future U projects. 30 Year 11 PP pupils have visited UCLAN for a taster day experiencing University life. Careers day 1 to 1 interviews with careers advisor Drop in sessions with all college providers Support in writing personal statements. b) 100% PP pupils have enrolled at FE colleges. 16 pupils are attending Prestons college. 12 are attending Newman College. 3 are attending Blackburn College. 3 are attending Myerscough College.</p>
<p>Individual pupils' social, emotional and behavioural barriers identified and supported. Early intervention to improve pupil engagement and reduce behaviour issues.</p> <ul style="list-style-type: none"> • Improve number of PP with positive effort grades to 60% 	<p>Mr Frawley has been appointed as a learning Mentor to support students in engaging with their classroom studies. The reinforcement and positive support towards behaviour for learning and to encourage involvement in extracurricular activities.</p>	<p>A lack of external educational and cultural opportunities limits knowledge of the world and therefore limits aspirations and career goals. Pupils who engage in lessons and wider aspects of school will make greater progress. Pupils will follow personalised pathways to maintain pupil engagement.</p>	<p>AHT to meet with NTF on weekly basis to discuss pupil progress.</p>	<p>88% PP pupils currently gaining positive effort grades of 2.5 or above. Pupils on report 1 to 1 mentoring In class support-identification of individual needs H/W club AP and personalised learning: 6 Year 10 pupils attend Preston College 1 year 11 pupil attend Myerscough College. Y 11 boost classes Emotional and Social support via Learning support base. Engagement through sports teams. b)</p>

				1 pupil MM was identified in needing an Alternative Provision placement in order to enhance his chances of gaining a place at Myerscough College. His placement was successful and he has now secured a place at Myerscough college to further his education.
Individual pupils' social, emotional and behavioural barriers identified and supported. Early intervention to improve pupil engagement and reduce behaviour issues. <ul style="list-style-type: none"> • Improve parental engagement 	PP mentors to ring all PP parents before Parents evenings. Parents who don't attend invited to attend a meeting in school.	Positive encouragement and support from parents will lead to increase confidence and motivation of pupils	Monitor attendance at Parents evenings	a) 11% PP pupils have not gained 40 or more positive behaviour points. 6% pupils excluded are PP. 3% Non PP are excluded. All Y 11 PP parents contacted before and after Y 11 parents evening. Individual resource packs to support pupils. b) 47 PP received FTE 2018-19 23 PP received FTE 2019-20 5 PP were PEx 2018-19 0 non PP PEx 2018-19 1 PP was PEx 2019-20 2 non PP were PEx 2019-20
Individual pupils' social, emotional and behavioural barriers identified and supported. Early intervention to improve pupil engagement and reduce behaviour issues.	PP mentors to interview pupils to establish barriers to learning.	To ensure interventions are specific to individual pupil	Pupils questionnaires	

<ul style="list-style-type: none"> Identify barriers to learning 				
<p>Individual pupils' social, emotional and behavioural barriers identified and supported. Early intervention to improve pupil engagement and reduce behaviour issues. PP Mentors £95,154 £2000</p>	<p>To ensure all pupils have access to uniform and relevant equipment to foster engagement with school life and build self-confidence.</p>	<p>All eligible/vulnerable PUP pupils have a full and appropriate uniform and equipment for learning. Providing equality/equity of uniform and equipment allows all pupils to engage in learning and improves self-confidence and resilience.</p>	<p>Form tutors and Heads of Year to monitor the need for uniform and inform pastoral officers. Funding to be allocated to provide equipment for eligible pupils.</p>	<p>PP have been bought shoes, PE kit, Equipment, Revision guides this year.</p>
<p>A greater proportion of PP pupils to join clubs and get involved in school events. £27,259</p>	<p>Mr Frawley has been appointed as a learning Mentor to support students in engaging with their classroom studies. The reinforcement and positive support towards behaviour for learning and to encourage involvement in extracurricular activities. PP pupils invited to attend UCAN and Blossom tree projects</p>	<p>Pupils who are engaged in wider life of school are more likely to be successful.</p>	<p>SLT to ensure all school events has a higher proportion of PP pupils assisting with school events. AHT to meet Learning Mentor to review engagement on a half termly basis. Register of pupils attending Blossom tree and UCAN projects.</p>	<p>UCAN case studies: C Gmanaged to break away from a disruptive group of peers and his behaviour and school experience prospered. He was rewarded with a week long activity course funded by the Rotary Club. B P....has increased in confidence since working with UCAN. We saw positive changes in Ben from being shy and reserved to contributing positively in sessions and displaying an increase in confidence. Pay for school Xmas dinner and admission into end of year reward.</p>
<p>A greater proportion of PP pupils to join clubs and get involved in school events.</p>	<p>At least a proportional uptake and successful completion on the Duke of Edinburgh Bronze award</p>	<p>This programme has well documented evidence for improving confidence, increasing cultural experiences and developing new skills – all areas which would help our PUP pupils perform better in</p>	<p>Targeted pupils would be invited to take part in this programme and there would be financial support to meet their needs. A £30 refundable deposit on successful</p>	<p>New cohort start in February.</p>

		external exams and widen their experiences.	completion of this award. Assistance with equipment.	
A greater proportion of PP pupils to join clubs and get involved in school events.	At least a proportional uptake and success in appointment into positions of responsibility.	External models/examples of leadership may be barriers to aspirations or aiming high and seeing the bigger picture. Some pupils do not see the value of engaging in school or taking responsibility/leadership roles.	Invite/encourage applications from the PUP cohort for positions of leadership across the school – especially as prefects/senior prefects and sports leaders. Monitor the proportion of successful applications and support pupils once in positions of responsibility. Encourage unsuccessful applicants to reapply in later rounds.	
To improve monitoring and review process through pupil voice.	AHT PP to interview pupils to monitor effectiveness of plan	Accurate feedback by pupils will improve effectiveness of new plan the following year	AHT conducts pupil voice meeting	
£162,296				