

## Pupil premium strategy statement – Lancaster High School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	574
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	1 <sup>st</sup> January 2026
Date on which it will be reviewed	1 <sup>st</sup> December 2026
Statement authorised by	Mr C Malone
Pupil premium lead	Mr M Auger
Governor / Trustee lead	Ms S Asquith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£302,510
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£302,510</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>	

### Part A: Pupil premium strategy plan

#### Statement of intent

Lancaster High School is a welcoming and inclusive community where every pupil is embraced as part of our school family and guided by our core values. Our ambition is clear: all pupils - regardless of background or personal challenges - should make strong progress and achieve excellence across every subject.

Our Pupil Premium Strategy is designed to ensure disadvantaged pupils receive the support they need to reach this goal. We want every child to secure the outstanding exam results they deserve - opening doors to future opportunities - while also enjoying and valuing the learning journey.

We recognise the unique challenges faced by vulnerable pupils, including those who are or have been under Children's Social Care, pupils with a social worker, and young carers. The actions outlined in this statement aim to meet their needs, whether or not they fall within the disadvantaged category.

At Lancaster High School, inclusion is at the heart of everything we do. This begins with high-quality teaching, targeted to areas where disadvantaged pupils need the most support. Research shows this approach has the greatest impact on closing the attainment gap, while also benefiting all pupils. Our intended outcomes reflect a commitment to sustaining and improving achievement for non-disadvantaged pupils alongside progress for their disadvantaged peers.

We believe every child has the right to the highest quality education - an education that enables them to excel academically and flourish personally, regardless of their starting point.

Our strategy also addresses the ongoing impact of the COVID-19 pandemic, with additional support such as tutoring for pupils whose learning was most affected.

Our approach is responsive and evidence-based, rooted in robust diagnostic assessment rather than assumptions about disadvantage. The strategies we have adopted work together to help pupils thrive. To ensure success, we will:

- Challenge disadvantaged pupils with ambitious work.
- Intervene early when needs are identified.
- Adopt a whole-school approach, where every member of staff takes responsibility for disadvantaged pupils' outcomes and raises expectations of what they can achieve.

## Challenges

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

Challenge number	Challenge
1	Below age expected <b>reading levels</b> . Our baseline reading assessments show that large proportion of pupils arrive with below average reading scores. The range of support required ranges from Phonics and fluency and comprehension. 31% of 2025 Y7 intake arrived with a KS2 Reading score below 100, of these 66% were disadvantaged pupils. In Year 7, 66% of pupils being supported a reading intervention are disadvantaged.
2	GCSE <b>maths outcomes</b> for disadvantaged pupils are overall lower than non-disadvantaged. 43% of our Year 7 2025 intake arrived with a KS2 maths score of below 100, of these 60% were disadvantaged pupils. Our lesson observations confirm that pupils are insecure with some of their basic maths skills.
3	There has been a significant rise in the number of pupils needing support for their <b>Social, Emotional and Mental Health</b> . These challenges are impacting on their attendance, their learning and their ability to form friendships. There are higher numbers of disadvantaged pupils in these cohorts. SEMH is biggest growth area on our SEND register. It is now our biggest area of need with 35% pupils on the register SEMH as their primary SEND.
4	Our <b>attendance</b> data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 6.0% lower than for non-disadvantaged pupils. On average 147 disadvantaged pupils have been 'persistently absent' each year compared to 100 non-disadvantaged pupils annually across the last three academic years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Our <b>behaviour</b> data over the last 3 years has shown that there is a higher proportion of disadvantaged pupils receiving sanctions, ranging from lesson exits to suspensions, than non-disadvantaged pupils.
6	The number of pupils within our community supported internally and via agencies on the continuum of need, particularly those supported at L3 and L4 with complex safeguarding needs has increased. Of the cohorts supported by L3 & 4 intervention, 67.8% are pupils in receipt of Pupil Premium.

## 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
Improved reading scores to support full access to the curriculum	<p>Improvement in pupils' reading standard age scores with the gap closing for disadvantaged pupils.</p> <p>Pupil voice shows there is greater levels of confidence in reading, they feel their reading has improved and that they can access the curriculum more fully.</p> <p>Improvement in English attainment and progress in KS4 outcomes for disadvantaged pupils with an average attainment score of a 4.</p>
Improved GCSE outcomes for pupils with a particular focus on maths outcomes for Disadvantaged pupils	<p>Improvement in Maths attainment and progress at the end of KS4 for disadvantaged pupils with an average attainment score of a grade 4 and progress scores in line with non-disadvantaged pupils</p> <p>Accelerated progress in Maths assessments for disadvantaged pupils in internal assessments in Key Stage 3.</p>
Improved health and wellbeing for pupils with identified SEMH challenges.	<p>Improved attendance to school with fewer persistently absent</p> <p>Pupil voice, parent voice and teacher feedback shows greater confidence and resilience for pupils with identified SEMH. A greater proportion of disadvantaged pupils are engaged in extra-curricular activities both in and outside of school.</p>
A sustained improvement in attendance for disadvantaged pupils.	<p>The overall unauthorised absence rate for all pupils being no more than 4.0% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.0%.</p> <p>The percentage of all pupils who are persistently absent being below 30.0% and the figure among disadvantaged pupils being no more than 7.5% lower than their peers.</p>
A sustained reduction in sanctions for disadvantaged pupils.	<p>The overall suspension number be reduced by 10% with no more than a 20% gap between disadvantaged and non-disadvantaged pupils.</p> <p>12.5% reduction in permanent exclusions where 100% of this cohort has been children in receipt of Pupil Premium funding.</p>
Comprehensive and sustained support for children with safeguarding needs.	<p>Pupil support available to all children with complex needs and monitored for emotional well-being and safety. Pupils and families report concerns, work alongside internal pastoral colleagues and needs are addressed through external referrals and appropriate levels of internal support.</p>

## Activity in this academic year

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

### Teaching

Budget cost: £83,607.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>'Teach, Check Practice' training</b>  Staff training has taken place focused on developing a clearer understanding of Rosenshine's Principles of Instruction and how they can be effectively embedded in lesson delivery.	<ul style="list-style-type: none"><li>Barak Rosenshine's Principles of Instruction (2012) click <a href="#">here</a></li><li>Mastery Learning +5 months (EEF Toolkit)</li><li>Feedback +6 months (EEF Toolkit)</li></ul>	1 and 2
<b>Train each middle leader in instructional coaching</b>  Use of the National College resources to train leaders in how to develop members of the their department using the instructional coaching model. Use our strongest teachers to support improved practice with early career teachers.	<ul style="list-style-type: none"><li>Ambition Institute. Click <a href="#">here</a>. (EEF, 2021), (Gregory et al. 2017)</li></ul>	1 and 2
<b>Tom Sherrington's 'Walk Thrus'</b>  To support the Instructional Coaching method, we use the Tom Sherrington 'Walk Thru' resources to support and develop teaching. This focuses on the tangible steps that individual teachers must take to improve their practice.  In addition to this, a purchase of the 'Walk Thrus' book for each middle leader in school.	<ul style="list-style-type: none"><li>Ambition Institute. Click <a href="#">here</a>. (EEF, 2021), (Gregory et al. 2017)</li><li>Barak Rosenshine's Principles of Instruction (2012) click <a href="#">here</a></li><li>Tom Sherrington: <a href="https://walkthrus.co.uk/">https://walkthrus.co.uk/</a></li></ul>	1 and 2
<b>Formative Assessment Strategies Training</b>  Training of Doug Lemov formative assessment strategies as part of our 'Teach Check Practice' cycle.	<ul style="list-style-type: none"><li>Teach Like a Champion 3.0 (Lemov, D) 2021</li><li>Feedback +6 months (EEF Toolkit)</li></ul>	2

<b>Implementation of the White Rose Maths Curriculum</b>  Purchase of resources to deliver the White Rose maths curriculum to all year groups. Teaching delivery resources and pupil workbooks. Training supported by Bay Learning Trust commissioned expert.		2
<b>Quality Assurance Cycle</b>  Through the QA cycle, ensure that curriculum planning, delivery and the effectiveness of classroom teaching are quality assured. This is to ensure the effectiveness of delivery to optimise pupil learning.		1 and 2
<b>Effective use of Staff Appraisal Process</b>  Alongside the use of Instructional Coaching and our QA process, the use of staff appraisal is to ensure the effectiveness of curriculum delivery in the classroom.		1 and 2

## Targeted academic support

Budgeted cost: £ 114,984.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Reading interventions</b>  Our reading intervention strategy starts with an overall assessment of reading ability for all pupils, and a further diagnostics test for pupils who do not achieve a standard age score of 100. Using Fresh Start Phonics, Bedrock Learning and Lexia Power Up we support pupils to develop their decoding, fluency and comprehension as required.	<ul style="list-style-type: none"> <li>• Phonics impact +5 months (EEF Toolkit)</li> <li>• Reading comprehension impact +7 months (EEF Toolkit)</li> <li>• TA interventions impact +4 months (EEF Toolkit)</li> <li>• Small group tuition impact +4 months (EEF Toolkit).</li> </ul>	1
<b>Additional Maths and English intervention at KS4</b>  Additional lessons in curriculum time, form time intervention sessions,		2

<p>lunchtime homework support, after school intervention sessions and direction to online resources support the basis of our intervention support. Regular assessments are made and those pupils not on track with their maths and English will be supported as required.</p>	<ul style="list-style-type: none"> <li>Extending school time +6 months (EEF Toolkit)</li> <li>Homework +5 months (EEF Toolkit)</li> <li>Small Group Tuition +4 months (EEF Toolkit)</li> </ul>	
<p><b>Numeracy Intervention</b></p> <p>Pupils who are behind age expectations will be supported with our Catch-up Numeracy Intervention, which is to be launched this year. Sparx Maths following the taught curriculum and focusing on specific individual weaknesses will further support development of skills and access to the curriculum.</p>	<ul style="list-style-type: none"> <li>TA interventions impact +4 months (EEF Toolkit)</li> <li>Small group tuition impact +4 months (EEF Toolkit).</li> </ul>	2
<p><b>SEND Revision support</b></p> <p>Pupils with SEND who have underachieved at KS4 assessment points are supported to develop revision skills and habits. In liaison with parents/ carers a support structure is built to improve their study</p>	<ul style="list-style-type: none"> <li>TA interventions impact +4 months (EEF Toolkit)</li> <li>Homework +5 months (EEF Toolkit)</li> <li>Small Group Tuition +4 months (EEF Toolkit)</li> </ul>	1 and 2
<p><b>Maths and English Mentor Support</b></p> <p>Our Assistant heads of Maths and English monitor and support a cohort of identified pupils who are at risk of underachieving in these subjects. Attendance, engagement and revision is monitored and collaboration with home is sought.</p>	<ul style="list-style-type: none"> <li>Mentoring impact +2 months (EEF Toolkit)</li> </ul>	1 and 2

## Wider strategies

Budgeted cost: £ 103,918.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Whole School Reading Strategy</b></p> <p>Our whole school reading strategy focuses on:</p> <p>Use of Sparx Reader at KS3 to support wider reading and reading comprehension.</p>	<ul style="list-style-type: none"> <li>Reading comprehension impact +6 months (EEF Toolkit)</li> <li>'Research evidence on reading for pleasure Education standards research team', (DfE, May 2012)</li> </ul>	1

<p>Use of Sparx Reader at KS4 to support pupils with the reading and understanding of the set texts assessed at KS4.</p> <p>Use of the Trust Reading Canon to support pupils to read a variety of age-appropriate literary works in form time.</p> <p>Use of a well funded and resourced library to support wider reading</p> <p>Development of disciplinary literacy within departments – in particular reading homeworks set at KS3 to support subject reading</p>	<ul style="list-style-type: none"> <li>Homework +5 months (EEF Toolkit)</li> </ul>	
<p><b>Increasing Parental Engagement</b></p> <p>Hosted parent information evenings for both Key Stage 3 and Key Stage 4 families, providing opportunities for parents to learn about their children's education and connect with staff.</p> <p>Pastoral Coffee morning, which was enhanced by the support of external agencies. Parental Newsletter, ensuring parents receive important updates and information about school life. Increase in use of direct parental communication allowing us to communicate more efficiently and immediately with parents about urgent matters and key information.</p>	<ul style="list-style-type: none"> <li>Parent Engagement +4 months (EEF Toolkit)</li> <li>Review of best practice in parental engagement, (DfE, 2011)</li> </ul>	2,3,4, 5 and 6
<p><b>Attend</b></p> <p>Developed pupil-friendly attendance strategy designed to engage students and promote better attendance for every child. To ensure families are well-informed maintain regular communication with all parents and carers regarding their child's attendance patterns and progress. Invested in Attend software that enables us to better monitor persistent absence data by pupil group, allowing us to identify students at risk of slipping into persistent absence categories and to provide timely, targeted interventions that support their removal from persistent absence and severe persistent absence groups.</p>	<ul style="list-style-type: none"> <li>Parent Engagement +4 months (EEF Toolkit)</li> <li>Review of best practice in parental engagement, (DfE, 2011)</li> <li>Working together to improve school attendance, (DfE, 2024)</li> </ul>	All

<p><b>Targeted SEMH Support from HLTA</b></p> <p>Identification of needs, and supporting interventions, come primarily from professionals working with individuals and SNAP Testing carried out in school. A suite of intervention programmes includes, Emotional Based School Avoidance, Communication Groups, 1:1 support, Friendship Groups, Sensory Circuits, Emotional Regulation, Social Skills, Soft Start and Sensory Space. Most interventions are carried out in our dedicated SEMH space called The Platform.</p>	<ul style="list-style-type: none"> <li>• Social and Emotional Learning +4 month (EEF Toolkit)</li> <li>• TA interventions impact +4 months (EEF Toolkit)</li> </ul>	3
<p><b>Targeted Behaviour Support from HLTA</b></p> <p>Identification of needs, and supporting behaviour interventions, from an identified cohort of pupils where behaviour challenges are significant. Data examined in school for individuals and <b>SNAP Testing</b> carried out in school. The pupils within stage 2 and 3 behaviour groups are supported by the appropriate colleagues within our Pastoral structure and have access to check ins, monitoring, parental support, early help offers, attendance monitoring and wider agency support where this is recognised as being required. All year groups are supported by a Deputy DSL to support safeguarding needs within the cohorts.</p>	<ul style="list-style-type: none"> <li>• Social and Emotional Learning +4 month (EEF Toolkit)</li> <li>• Keeping Children Safe in Education (August, 2025)</li> <li>• Working together to safeguarding children (June, 2025)</li> </ul>	4, 5 and 6
<p><b>Extra-Curricular Music Lessons</b></p> <p>Disadvantaged pupils are encouraged to participate in peripatetic music lessons through part funding by school.</p>	Arts Participation (EEF Toolkit) +3 months	3, 4 and 5
<p><b>Cultural Capital Day</b></p> <p>Provide all pupils with equal access to experiences which develop their cultural capital. Funded visit to the following places:</p> <p>Year 7: World Museum Liverpool</p> <p>Year 8: The coast</p> <p>Year 9: Imperial War Museum North</p>	Arts Participation (EEF Toolkit) +3 months	3, 4 and 5

<b>PP funded places on non-curriculum visits</b>  Planned visits to the theatre and residential visit to Edinburgh.	Arts Participation (EEF Toolkit) +3 months	3, 4 and 5
Development of cultural capital through attendance at clubs/Extra-curricular provision	Arts Participation (EEF Toolkit) +3 months  Anecdotal evidence of improved engagement when pupils are involved in extra-curricular activities. Some clubs e.g. PE or art are directly linked to classroom outcomes.	3, 4 and 5

**Total budgeted cost: £ 302,510**

## Part B

### Outcomes for disadvantaged pupils

We have analysed the **Reading Progress data** of our school's disadvantaged pupils for the 2024-25 academic year.

Our analysis shows 72 of the 144 pupils supported by a reading intervention were disadvantaged. Of these 72 pupils, 16 required support with decoding and fluency and 56 required support with reading comprehension. By the end of Term 3, 41 of these pupils (57%) had achieved a standard age score of 100 by the end of the year. Of the 56 disadvantaged pupils supported by our Lexia reading intervention, focused on comprehension, 41 of them (73%) had achieved a standard age reading score of 100 or over by the end of the year. The proportion of disadvantaged pupils achieving age expected reading scores is higher than those who are not disadvantaged. Based on this information, the performance of our disadvantaged pupils *exceeded* expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

We have analysed the performance of our school's disadvantaged pupils Key Stage 4 outcomes for 2025 and the current assessment data for pupils in the 2026 cohort.

Our analysis shows of the 109 pupils in the 2026 cohort 54% are in receipt of pupil premium funding. The November mock examination showed that disadvantaged pupils achieved -0.6 grades lower than their peers in maths marking a significant closing of the gap from 2025 outcomes where it was -1.2. November mock examinations, which has historically been a strong indicator of summer performance, show a 14% increase in 4+EM for disadvantaged pupils. The most significant rise in achievement in the November mock has been the proportion of disadvantaged pupils who achieved 4+ in maths compared to the 2025 outcomes which rose from 15% to 42%. We are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

We have analysed the attendance data of our school's disadvantaged pupils for the 2024-25 academic year.

The data demonstrates that our whole school Year-to-Date attendance decreased by 2.0% from the previous academic year, falling from 88.24% in 2023-24 to 86.4% this year. When examining attendance by pupil groups, we have seen concerning disparities with the attendance of disadvantaged pupils declining by 4.4% to 81.1% from 85.5%, while the attendance of non-disadvantaged pupils has shown a modest increase of 0.2% to 91.2% from 91.0%.

Persistent absence increased by 2.8% to 40.7%, affecting 252 pupils compared to 37.9% and 253 pupils in comparative data from the year prior. Though this represents one fewer pupil overall. Following the change of the start time of the school, the school bus is no longer late delivering pupils to school. Furthermore, pupil punctuality has improved, with intervention continuing for pupils who are regularly late to school, resulting in a 33.4% reduction in pupils arriving late.

We have analysed the behaviour data of our school's disadvantaged pupils for the 2024-25 academic year.

The data demonstrates that across the last three-year period, suspension rates among pupils in receipt of Pupil Premium funding have remained persistently high. Between 75.0% and 77.9% of all suspensions issued during this period were to pupils receiving Pupil Premium support.

During the same timeframe, 22 pupils received permanent exclusions from the school, with 90.9% of these pupils (20 students) being recipients of Pupil Premium funding.

## **Externally provided programmes**

Not applicable.