

Pupil premium strategy statement – Longbenton High School

This statement details our school’s use of pupil premium (and recovery 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	2023-2024 Data	2024-2025 Data
Number of pupils in school	251	291
Proportion (%) of pupil premium eligible pupils	28%	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 2024-25 2025-26	
Date this statement was published	December 2023	
Date on which it will be reviewed	December 2026	
Statement authorised by	Kelly Holbrook, Headteacher	
Pupil premium lead	Alex Maughan, AHT Personal Development	
Governor / Trustee lead	Sheila Palmerley	

Funding overview

Detail	2023-2024 Amount	2025-2025 Amount
Pupil premium funding allocation this academic year	£270,055	£290,880
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0	
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0	
Total budget for this academic year <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>	£270,055	£290,880

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching (quality first teaching or QTF) is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged 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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Professor Becky Francis, Chief Executive of the Education Endowment Foundation (EEF), in 'The EEF Guide to The Pupil Premium – Autumn 2021' writes; 'Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in education recovery.' It is for this reason we understand disadvantaged pupils may need additional support to meet our whole school vision and aims. We are committed to using valid and rigorous diagnostic assessment to understand the impact and as well as support required in our context.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the 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
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1	<p>Attainment Gap</p> <p>Attainment outcomes show disadvantaged students’ level of literacy and numeracy are below national average. CAT assessments by GL for Year 7’s show those students in receipt of Free School Meals score below the National Average SAS score of 100 points.</p> <p>The DfE ASP website shows a 3-year mean average from 2016-2019 of 19% disadvantaged 5+ in English & Maths (50% National average for non-disadvantaged) – A8 disadvantage mean average over the same 3 years of 32.46 (50.07 National average non-disadvantaged)</p>
2	<p>SEMH & Mental Health</p> <p>Our current records show an increase in students who suffer from elevated levels of anxiety and overwhelm due to an inability to manage the cognitive load of the depth and breadth of a knowledge-engaged curriculum, amplified by COVID lockdowns. This is impacting on their mental health which is inextricably linked to academic progress and attainment. X% of students identified as high or severe alerts are disadvantaged students; this is an increase of X% to the previous year. We have also identified an increase in students being classified as high or severe alerts within the Year 11 cohort of X%</p>
3	<p>Attendance</p> <p>Our attendance data over the last 3 years indicate that attendance among disadvantaged students has been between X% and X% lower than that of non-disadvantaged students. The academic year 2022-23 and the 3-year trend leading to it shows that although the % of persistently absent students who are disadvantaged is reducing in some cohorts when compared to their non-PP peers this is not proportional. In the academic year 2022-23 disadvantaged students accounted for X% of the total number of persistently absent students as an average across all five year groups. Research published by The Department for Education (DfE) found that the higher the overall absence rate across KS2 and KS4, the lower the level of attainment at the end of each Key Stage; this is reflected in our setting.</p>
4	<p>Literacy and numeracy levels</p>

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 attainment outcomes for disadvantaged students across the curriculum at the end of KS4 with a focus on English & Maths.	By the end of the current three-year plan the percentage of disadvantaged students achieving standard and strong passes in English AND Maths are X% for a standard pass and X% for a strong pass. This would be reflective of students achieving FFT50 expected attainment pathway grades.

Improved literacy and numeracy outcomes for free school meal students across KS3.	By the end of the current three-year plan assessments show Year 9 outcomes have improved compared to the start of Year 7. Those students in receipt of Free School Meals are scoring on or above the national average for verbal reasoning (thinking with words) and Quantitative (or numerical) battery (thinking with numbers) compared to their FSM peers nationally.
To reduce the anxiety and overwhelm due to an inability to manage the cognitive load experience by disadvantaged students caused by the depth and breadth of a knowledge-engaged curriculum.	A sustained reduction in high and severe cases is observed across the 3-year period. Improved attendance figures for students previously identified as high or severe alert students. Increased engagement in school extracurricular activities and enrichment opportunities.
To achieve and sustain improved attendance for disadvantaged students compared to non-disadvantaged.	By the end of the current three-year plan the trend of increasing disadvantage attendance continues and the trend of reducing the percentage of persistently absent students who are disadvantaged also continues in line with local and national averages.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic data analysis by SLT, CLs, RSLs and SENCOs powered by BromCom, SISRA & FFT to identify barriers to progress and apply appropriate therapies.		1
Attendance and Behaviour Hubs programmes Time commitment from SLT to attend network events and work on programme; subsidised by DfE	https://www.gov.uk/guidance/attendance-hubs https://www.gov.uk/guidance/behaviour-hubs	1-3
Investing in external support stakeholders to ensure the school is accessing high quality support, guidance and advice. Ensure that	Building block 3 - High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting	1-4

relevant advice is used strategically to support QFT and so meet the needs of the school and our students (eg PIXL subscription, external SIP provider outside of Local Authority etc)	expectations monitoring performance and sharing best practice.	
Recruitment - social media advertising platform and consultancy service to ensure we have the right staff in the right roles		2-4
Year 7 Transition Programme - to reduce risk of suspension in Y7/8 and create enhanced transition experience for vulnerable/at risk groups		2-4
CPD In addition to weekly in house CPD, cost of additional support e.g. cost of additional Education Psychologist time to support trauma informed / PACE CPD; cost of Steplab programme to develop coaching network and support QTF		1-4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Girls and Boys Network - careers and aspiration coaching to work specifically with disadvantaged students in Year 10	EEF Teacher Tool Kit One to one tuition +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	

Inspire Period 6 timetable (including targeted extra curricular revision sessions)	<i>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</i> Building block 4 - Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs. 'Improving outcomes for disadvantaged learners' report	
Mentoring in Y10 and 11	EEF Teacher Toolkit – Mentoring +2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations.	
Work placements and use of alternative providers for students unable to access mainstream education	<i>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</i> Building block 4 - Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.	
Trips & visits including HEIs, & pastoral reward trips to increased student aspirations and sense of belonging		
Academic equipment including calculators and stationery		
Music lessons (subsidised per tuition)		
Revision guides and academic texts		

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager roles introduced to support Heads of	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'	2, 3

<p>Year to increase capacity for focus on academic outcomes for disadvantaged students.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/475570/Effective_support_for_disadvantaged_pupils_achievement.pdf</p> <p>Building block 4 - Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p>	
<p>Careers events - expansion of guest speakers and engagement events</p>	<p>Gatsby Benchmarks: increasing student exposure to careers options increases aspirations and student outcomes. https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p> <p>Review of vocational education: Wolf report DfE/NFER https://www.gov.uk/government/publications/review-of-vocational-education-the-wolf-report</p> <p>‘What are the most effective ways to support disadvantaged pupils’ achievement?’ Building block 4 - Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p>	
<p>Increased recognition of student achievement; student rewards trips each half term and associated budget costs to subsidise trips</p>	<p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 4 - Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p>	
<p>School clothing: PP families unable to fully meet financial pressures of purchasing all required school uniform and associated kit which can impact on attendance and engagement in lessons.</p>	<p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 2 - Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.</p>	
<p>Wellbeing spaces (both individual and group) to support academic, emotional and mental health needs - development and evaluation of</p>		

SSC space, Triage, Reset and KS3 SSC spaces. Development of an Internal Alternative Provision (AP)		
Online careers platform designed to engage students, parents, carers and staff in careers and enterprise programmes to increase view of positive future self.	<p>Research supported by the Gatsby benchmarks for good careers guidance state increasing student exposure to careers options increases aspirations and student outcomes.</p> <p>Building block 4 - Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p>	
Duke of Edinburgh		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic years

Outcomes for disadvantaged pupils

The challenges presented in recent years by national lockdowns because of Covid-19, has widened the disadvantaged gap. This is reflected in the local/regional picture for the North East and is reflected in our 2023-26 cohorts.

The majority of our PP Year 11 cohort in 2023 had attendance below 90% which impacted on their outcomes, hence our intention to work on the Attendance Hubs DfE programme and invest in heavier support around mental health, SEMH and EBSA in our strategy from Sept 23 onwards.

2022-23

Key measures	2023 non-PP	2023 PP	Gap	Comparison to 2022
A8 40.7	43.34	36.18	-7.16	Gap reduced by 9.44
Av A8 grade	4.33	3.62	-0.71	Gap reduced by 0.95
4+ pass EnMa	45.3%	40.9	-4.4%	Gap reduced by 19.1%
5+ pass EnMa	33.3%	18.2%	-15.1%	Gap reduced by 15.5%

Numbers in Year 13 were too statistically significant to be able to provide any meaningful comparison.

Action Tutoring intervention was redirected towards literacy and numeracy intervention in Year 7 in 2022-23 in order to focus on learning gaps in primary caused by Covid disruption. This intervention was also designed to engage students in learning, reduce suspensions and exclusion rates and support the transition from KS2-3. All of the students involved have avoided FTE/suspension into Year 8 and have good attendance/engagement continuing into Year 8.

	Number of students	% with score of 1-2 in summer report across key measures	% still engaging well in school in Y8 with reduced suspensions
Literacy intervention group	20	80%	100%
Numeracy intervention group	20	74%	100%

We had high numbers engaging in our counselling services via the school nurse, Someone Cares and MHST. 34 students accessed counselling services and had an average of 6 appointments over a half term period. This wellbeing / holistic support had a positive impact on the majority of those involved, meeting

or exceeding targets (both academic and including attendance) across Y7-11 and we will continue to have this element as a central component of our pupil premium strategy.

2023-24

42% of the PP cohort had an attendance below 90% and 62% had an attendance below 95% which impacted outcomes. 3 students refused to attend school and had LA involvement. Students who attended inspire revision sessions regularly and consistently did significantly better than their PP peers. Those PP pupils who accepted pastoral support for attendance and/or Mental Health support were more likely to attend school and sit exams. 80% of the PP cohort experienced mental health concerns; of this 80% only 40% accepted support from in-school mental health services or CAMHS. Those that accepted support achieved better outcomes. Students who engaged with coaching and mentoring programmes such as Villiers Park and The Boys or Girls Networks also achieved well. Wellbeing spaces were well used but the time spent in the Student Support Centre and sensory space was detrimental to success as pupils missed expert teacher input in lessons. This has led to a review of our wellbeing spaces and the development of our new internal alternative provision where students can access English and Maths tuition alongside wellbeing support. Our attendance policy has also been reviewed and a new strategy implemented to support better attendance from all pupils years 7-11.

Key measures	2024 non-PP	2024 PP	Gap	Comparison to 2023
A8 40.7	46.50	29.40	-17.1	Gap increased by 9.94
Av A8 grade	4.65	2.94	-1.71	Gap increased by 1
4+ pass EnMa	65.1%	30.2%	-34.9%	Gap increased by 30.5%
5+ pass EnMa	49.6%	14.0%	-35.6%	Gap increased by 20.5%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider	Ongoing/ Discontinued
National Tutoring Programme	Action Tutoring	2023
SIMS	ESS Education Software	2024
FFT Aspire	Fischer Family Trust	ongoing

CAT4 Assessments	GL Assessments	2023
SISRA	Juniper Education Group	ongoing
Unifrog Careers Platform	Unifrog	ongoing
School Cloud	School Cloud	2024
BromCom	Bromcom	ongoing
Boys Network	M10	ongoing
Girls Network	The Girls Network	ongoing
Villiers Park	Villiers Park	ongoing
Connect MHST	North Tyneside	ongoing
Someone Cares	Someonecares	ongoing
School Nurse	Northumbria Healthcare NHS Foundation Trust	ongoing
Reading Plus	Reading Solutions	ongoing

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.