

## 1Pupil premium strategy statement 2025-2026

### Higham Lane School

This statement details our school's use of pupil premium funding for the 2025-2026 academic year to help improve the attainment of our disadvantaged pupils. This strategy incorporates the DfE 'menu of approaches'.

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

### School overview

Detail	Data
School name	Higham Lane School
Number of pupils in school (11 – 16)	1230
Proportion (%) of pupil premium eligible pupils	225 18.29%
Academic year/years that our current Pupil Premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2026 (updated before if appropriate)
Statement authorised by	Michael Gannon, Headteacher
Pupil premium lead	Alan Heap, PP coordinator Zoe Bissett Deputy Headteacher
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (estimate)	<b>£ 259,660</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 259,660</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

At Higham Lane School we know that high achievement sits in a framework of high expectations, and we support all learners to meet these high expectations. Higham Lane School's intent is to deliver an ambitious curriculum, both academic and extra-curricular, which is rich in breadth and depth - designed to ensure all students are able to achieve and 'be the best they can be' regardless of ability, or background. This is underpinned by a culture of high expectations and high aspirations, built on the values of *work hard, be kind, and take responsibility*, which we explicitly teach and reinforce through our curriculum, assemblies, tutor time, and daily interactions.

Our key objective in using the Pupil Premium Grant is to narrow the gap between student groups, so that all students at our school can make outstanding progress. We intend to use pupil premium to address the national trend of lower attainment for students who are disadvantaged or vulnerable. As such, Higham Lane constantly monitors the progress of many subgroups (in addition to each full cohort) including disadvantaged students covered by Pupil Premium (and PP+) funding (i.e. FSM, Ever 6, CLA, PLAC, SGO, Services). We rigorously analyse a range of student focused data to ensure that no student is left behind. Where a student is making less progress, we will quickly intervene.

- Through our Inclusion strategy 'Vulnerable mindset', all staff have vulnerable students at the forefront of their thinking and decision making. At Higham Lane we know that in order to close the gap it is essential that students are identified early, so interventions are able to be implemented appropriately.

Our principle aims in spending our Pupil Premium funding are:

- To ensure that every student has access to, and engages with an ambitious, knowledge rich, broad and balanced curriculum
- To ensure that all students have access to a range of aspiration raising activities to enable them to develop a strong sense of purpose
- To overcome emotional and attendance barriers to educational success

### **An ambitious knowledge rich curriculum**

Key to achieving the school's overall aims is high quality teaching and learning and an ambitious, broad and balanced knowledge curriculum. We want pupils to leave our school with the confidence that comes from possessing a treasure trove of essential knowledge through encountering 'the best of what has been thought, said and written'. Beyond the classroom a range of cultural capital activities and extra-curricular learning opportunities (including trips), are provided for students which PP students are encouraged to participate in as a means of broadening their experiences so that disadvantaged students can leave school as high achieving, well-rounded individuals equipped for the challenges of adult life. Students will be challenged to be the best they can be inside and outside the classroom. Our key values of 'Work hard, be kind, take responsibility' are shared with all pupils at every opportunity.

## Pupil Premium provision

To overcome the challenges disadvantaged students face we utilise a research and evidence based approach following the Education Endowment Foundation's clear and precise plan, in line with the 3-part model; following the principles of 50% of strategies directed at quality-first Teaching; 25% on small group or individual support; and 25% on wider school approaches.

Therefore, this pupil premium strategy statement focuses on allocating spending in relation to 3 areas:

1. High-quality teaching
  - This includes professional development (teaching and support staff), curriculum planning and pedagogical improvements
2. Targeted academic support
  - Based on diagnostic assessment of individual needs, such as tutoring, literacy and numeracy interventions and mentoring.
3. Wider strategies to address non-academic barriers to success in schools
  - This includes attendance, behaviour, social and emotional needs, parental engagement, mental health support and enrichment activities.

In terms of maximising progress, many of those strategies identified by EEF as delivering the biggest gains feature. For example, embedding Pupil Premium into whole-school culture through our Inclusion strategy *Vulnerable Mindset*. We also prioritise early intervention and language development through the use of NGRT testing and develop oracy skills through our whole school approach to Literacy. Teacher feedback is monitored by regular SLT Quality Assurance and is considered a strength. Other targeted interventions from teaching and pastoral support staff (e.g. small group tuition, behaviour, attendance/reintegration, counselling) are offered as required, and their impact monitored and reviewed.

## Challenges

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

Challenge number	Detail of challenge
1	Reduce the gap in attainment – proportionally more disadvantaged students have lower literacy and numeracy levels on entry. These students require interventions to ensure that they make comparable progress. To reduce the gap seen in the 2024-2025 A8 figures (there is a gap of 14.54 points between Non-DA and DA students which compares to the previous years of 15.75) we will continue to embed our equitable teaching strategies.
2	Reduce the gap in attendance – To ensure that attendance rates for disadvantaged students are in line with non-disadvantaged students and that swift interventions occur when attendance rates drop prioritising our disadvantaged students first. Data by FFT (2022) shows that students whose attendance is above

	96%, add value of 1.2 grades more than those with attendance less than 80%. Improving attendance and closing the gap for disadvantaged students, especially those receiving FSM's is a key target for this PP strategy.
3	Developing learning behaviours to reduce behaviour incidents including detentions and suspensions. PP students are over-represented in suspensions and time spent in the reflection room (part of our internal behaviour system). Higham Lane has ensured all staff have taken part in TIAAS training and staff are secure in using an emotion coaching approach to support students and deescalate behaviour incidents when they occur.
4	Closing the enrichment and cultural capital gap – PP students access the same range of co-curricular activities and trips as their peers.
5	To support Parental Engagement to ensure strong relationships are fostered between school and parents/carers by removing barriers which may limit parental engagement.

## 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
1	To ensure disadvantaged (DA) students know, understand and retain more in order to make accelerated progress – especially through improved literacy and numeracy. Support students so they have a better grasp of metacognitive learning	<ul style="list-style-type: none"> <li>- DA students to achieve in line with their Non-DA peers in the 2026 examinations.</li> <li>- Students working below age related expectations in KS3, catch-up with literacy and numeracy skills and keep up with their peers within the wider curriculum.</li> <li>-Improvement in Reading Ages (NGRT scores and Accelerated Reading) so that all students achieve a reading age of at least 15.6 by year 11.</li> <li>- DA students are identified and have access to academic peer mentoring.</li> <li>- DA students are identified and have access to personalised intervention e.g. reading mentors, switched on reading, numeracy intervention and small group intervention.</li> <li>- Quality-first teaching strategies are widely implemented.</li> <li>- Metacognition strategies are widely implemented</li> </ul>
2	Increased attendance rates for disadvantaged students, bringing disadvantaged students in line with non-disadvantaged	<ul style="list-style-type: none"> <li>- Disadvantaged student attendance continues to increase and gap closing between disadvantaged students and non-disadvantaged.</li> </ul>

		<p>3 year trend is showing a closing of the gap from 7.4% 22-23,6.9% 23-24 and 5.8% 24-25</p> <ul style="list-style-type: none"> <li>- The overall attendance rate for all pupils being no less than 94.0%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. 3 year trend is showing an increase in DA attendance 24-25 PP attendance was 87% this is 0.9% above NA and 1.7% increase compared to 85.3% in 23-24 and 83.6% 22-23</li> <li>- In keeping with our vulnerable mindset ethos, DA students alongside other key demographics are prioritised at all levels of intervention.</li> <li>- Tailored attendance strategies and rigorous monitoring ensures that whole school attendance significantly exceeds national benchmarks</li> </ul>
3	Students adopt positive learning behaviours and engage more proactively in lessons	<ul style="list-style-type: none"> <li>- Number of detentions issued to DA students decreased compared to 23-24.</li> <li>- Suspension rate for DA students decreased compared to 23-24- 18.5% to 11.8%-24-25 well below NA 25.7%.</li> <li>- Fewer days in reflection room compared to 23/24.</li> <li>- Evidence of students increasingly using self-regulation strategies to de-escalate situations and avoid consequences.</li> <li>- Improved engagement in terms of attitude to learning – reflected in B4L teacher grades.</li> </ul>
4	To broaden the minds and horizons of all disadvantaged pupils through regular, active, proportionate participation in enriching cultural capital activities.	<ul style="list-style-type: none"> <li>-There is no gap in student participation for disadvantaged students in co-curricular activities, trip and visits or student leadership opportunities.</li> <li>- Enrol in aspire programme (outside speakers), D of E etc</li> <li>- Participation in off-site trips to gain a better appreciation of arts and culture etc</li> </ul>
5	Increased parental engagement	<ul style="list-style-type: none"> <li>- Parents engage by signing up early for SPEs (parents' evenings) – similar percentage to non-DA</li> <li>- Parents respond to surveys and school communication</li> <li>- Engage parents at year 6/year 7 transition Class Charts sign up by DA parents is 100%.</li> <li>-Evidence of setting of homework and use of logging and notes on Class Charts for DA students leads to effective home school communication.</li> </ul>



<p><b><u>Numeracy</u></b></p> <ul style="list-style-type: none"> <li>Numeracy activities (including Ninja Maths in years 7 + 8 form time); e-learning resources – in-class and homework</li> </ul> <p><b><u>Teaching and Learning</u></b></p> <ul style="list-style-type: none"> <li>Mastery learning/modelling - “I do”, “We do”, “You do” supported by use of visualiser and scaffolding</li> <li>First and frequent feedback (for disadvantaged pupils) – live (in class) and FOTs (follow on tasks)</li> <li>Pupil Passports to share learning preferences - evidenced on Class Charts and in class teacher folders.</li> <li>Metacognition - help students to be more effective and independent learners</li> <li>This will involve CPD for staff with ongoing training involving release time.</li> </ul>	<p><a href="#">Improving Literacy in Secondary Schools - EEF</a></p> <p><a href="#">Homework EEF Teaching and Learning Toolkit (high impact)</a></p> <p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p><a href="#">Metacognition- EEF Teaching and Learning toolkit (very high impact)</a></p> <p><a href="#">Metacognition and Self-Regulated Learning -EEF Guidance Report</a></p> <p>Research indicates that high quality AFL ensures that learning is moved forward targeting specific learning gaps and ensures misconceptions are addressed</p> <p><a href="#">Feedback-EEF Teaching and Learning Toolkit – Very High Impact</a></p>	<p>1, 4</p> <p>1</p> <p>1, 3</p>	<p>High Quality teaching/Targeted academic support/Wider strategies</p> <p>High quality teaching</p>
<p><b><u>Continuing Professional Development:</u></b></p> <ul style="list-style-type: none"> <li>Regular CPD, T + L briefings, staff meeting and department meetings to share and embed best practice</li> <li>Challenging Education, RADIO Rady (+ other networking opportunities)</li> <li>Use of EEF and National College resources/research (as part of staff/department meetings)</li> </ul>	<p>Sharing good practice; professional development builds knowledge, motivates staff and reduces in-school variation</p> <p><a href="#">EEF Effective Professional Development–</a></p>	<p>1, 3, 4</p> <p>All</p> <p>1, 4</p>	<p>High quality teaching</p> <p>High quality teaching / wider strategies</p>

	<p>EEF contains a variety of evidence-based resources based on school based research to develop staff in improving life chances.</p> <p><a href="#">DFE- Research to understand successful approaches to supporting the most academically able disadvantaged pupils</a></p>		High quality teaching
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Menu of approach area
<p><b><u>Interventions to support Literacy/Numeracy</u></b></p> <ul style="list-style-type: none"> <li>Additional Literacy intervention (years 7-8): focus = reading/writing</li> </ul>	<p>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:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading Comprehension Strategies EEF Teaching and Learning Toolkit- Very High Impact</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p>	1,5	High quality teaching/targeted academic support

	<a href="#">Why closing the word gap matters- OUP</a>		
<p><b><u>One-to-one and small group tuition:</u></b></p> <ul style="list-style-type: none"> <li>• Termly small group intervention for English and Maths - targeted intervention to specific groups based on assessments/progress to target grade (years 7-10).</li> <li>• English/Maths/Science intervention (year 11)</li> <li>• One-to-one tutoring for some LACs/PLACs as part of PEP</li> </ul>	<p>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:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2, 3,</p> <p>1,3,4</p>	<p>High quality teaching/targeted academic support</p> <p>High quality teaching/targeted academic support</p>
<p><b><u>Other targeted interventions:</u></b></p> <ul style="list-style-type: none"> <li>• Academic Mentor – to support underperforming year 11 and year 10 students (as identified by data) to achieve their potential</li> <li>• Additional tier of support to other PP students to help with study skills, organisation and revision planning including bespoke sessions between trial exams 1 and 2 (+ other staff involved)</li> <li>• Wider reaching mentoring carried out by PP coordinator, year 11 raising achievement lead, and form tutors.</li> </ul>	<p>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:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2, 3, 4,</p>	<p>Targeted academic support</p>
<p><b><u>Teaching assistant deployment and interventions (SEND and PP):</u></b></p> <ul style="list-style-type: none"> <li>• HLTAs/ Deputy SENDCO deliver curriculum support to targeted students (KS4)</li> <li>• TAs support SEND/vulnerable (PP) students as keyworkers – meet students and monitor – as part of overall SEND provision</li> </ul>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p> <p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2, 3,4,</p>	<p>Targeted academic support/ wider strategies</p>



<ul style="list-style-type: none"> <li>Investigate barriers to attending e.g. student voice – and address with strategies e.g. mentoring, attendance targets, breakfast clubs</li> </ul>			
<p><b><u>Extra-curricular activities:</u></b></p> <ul style="list-style-type: none"> <li>Offer a broad range of activities in school (lunch and before/after school), track PP involvement e.g. survey/student voice to ensure proportionality</li> <li>'Aspire programme' (speakers including ex-students) to raise aspirations and help students make positive contributions as active citizens</li> <li>Encourage student involvement in wider school life (JLT, Open Days, parents' [information] evenings)</li> <li>Support participation in trips – aim to cover the full cost for non-residential trips</li> <li>Promote D of E to PP students and wider benefits (e.g. CV)</li> <li>Monitor above for proportionality</li> </ul>	<p>Enhancing educational and social experiences linked to the school enriching cultural capital is a pivotal way of improving life chances.  <a href="#">Against the Odds- DFE report</a></p> <p>Wider School participation e.g. arts and sports can have a positive impact on academic outcomes in other areas of the curriculum  <a href="#">EEF Teaching and learning toolkit</a></p>	4	Wider strategies
<p><b><u>Communicating with and supporting parents:</u></b></p> <ul style="list-style-type: none"> <li>Make parents aware of financial support for trips etc (in letters of interest)</li> <li>Respond to other parental enquiries e.g. music tuition</li> <li>Monitor attendance at Student Progress Evenings (proportionality)</li> </ul>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><a href="#">EEF Teaching and Learning Toolkit- Parental engagement</a></p>	5	Wider strategies

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact our pupil premium activity had on pupils in the 2023-2024 academic year.

There is no Progress 8 score for 2025 Leavers due to these students not sitting KS2 SATs. The Attainment 8 score for disadvantaged students was 37.51 but the gap between their Disadvantaged and Non-Disadvantaged peers narrowed to 14.54 from 15.75 for the 2024 Leavers. Attainment for our Disadvantaged students improved with 26 students achieving grade 9-4 in English and Maths compared to 16 students the previous year and 24 students achieved 5 standard passes including English and Maths compared to 15 students the previous academic year.

The additional PP NTP/Recovery funding was used to employ a part-time academic mentor to work with targeted year 11 (and 10) students.

English and Maths intervention were run by HLS staff and had a positive impact on progress for most students – PP and non-PP. Additional Literacy interventions were run for year 7 and 8 by specialist English staff with a focus on reading or reading/writing.

The school also offered targeted support (SEMH/counselling, behaviour and attendance, mentoring) to help meet the pastoral and personal development needs of some disadvantaged pupils.

The school continued to offer a very extensive range of extra-curricular activities and trips/visits.

All these activities had a positive impact on pupils' school experience and helped address some barriers to learning.

Although we are in the post-pandemic period, some students still needed supporting via the re-integration unit and this is ongoing for some.

Finally, attendance for FSM6 students is above national average and we are aiming to ensure all students attendance meets the school target of 96%.

### Externally provided programmes

*Please include the names of any non-DfE programmes you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

Programme	Provider
CPOMS (safeguarding)	CPOMS Systems Ltd
Mindfulness training	Relax Kids
Alternative education provision (centres)	NWSLC Nulogic, Aspire and Thrive, Next Gen, NBLT
e-learning/online tutoring	TUTE and FLEX Learning

Work Related Learning	Making Learning Work
Careers Advice	Prospects