

The High School Leckhampton: Pupil premium strategy statement 2025-26

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.

School overview

Detail	Data
School name	The High School Leckhampton
Number of pupils in school	761
Proportion (%) of pupil premium eligible pupils	88 students ,12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027 Current year 2025
Date this statement was published	December 2024
Date on which it will be reviewed	Yearly review November 2025 Full Review December 2027
Statement authorised by	Helen Wood (Headteacher)
Pupil premium lead	Rebecca Vaughan
Governor / Trustee lead	Jane Lloyd Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this year (2025). Allocation of funding is based on various PP categories.	Total £108, 315 Payment allocation: 8 July 2025 8 October 2025 9 January 2025 10 April 2025 Information from DfE
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

“The Pupil Premium has one central aim: to raise the educational outcomes of disadvantaged pupils”¹.

Not all pupils at The High School Leckhampton have the same advantages. 12% of our 2025 cohort are identified as disadvantaged and entitled to Pupil Premium Funding. The EEF identify that the gap between disadvantaged pupils and their “better off peers” equates to an attainment gap of 19.2 months at the end of their secondary education.

At HSL we are totally committed to minimising the impact of any disadvantage and ‘closing the gap’ between these pupils and their peers. Whilst the Covid 19 Pandemic was five years ago, we continue to be mindful that these pupils may have been disproportionately impacted by periods of remote learning at a significant period of their development from March 2020 onwards.

Our strategy is underpinned by the following guiding principles:

Our strategy aligns with the Education Endowment Foundation’s three-tiered approach:

- **Developing high-quality teaching.**

At the High School Leckhampton we invest in high-quality teaching through effective recruitment and thorough professional development. High-quality teaching is a key priority at HSL and we deliver a ‘Super Curriculum’ that goes above and beyond the national curriculum for all students. We are committed to ensuring that our disadvantaged pupils achieve the very best outcomes, regardless of their starting point. In our curriculum policy we make clear our conviction that the education of all students is of equal worth and are commitment to Academic Aspiration for every student at our school.

As the needs of our disadvantaged pupils are wide-ranging, we will deploy a variety of methods to enable them to reach their potential by accelerating their progress. Our methods include the use of specific 1:1 and small group strategies and are underpinned by a whole school approach to raising achievement through high-quality teaching.

Aspirational target grades for all students are set using FFT5 data, a benchmark signifying very high expected progress.

¹ Education Endowment Foundation

- **Providing targeted academic support.**

All students undergo academic NGRT testing on entry to HSL to identify if there are additional learning gaps and what targeted intervention is needed for students.

Academic interventions are put in place where required for all students, including pupil premium students. This is delivered through 1:1 tuition and/or small group support which is carefully tailored to close the attainment gap and accelerate learning in English and Maths. Teaching groups in Maths, English and Science are also carefully curated, and class sizes are smaller for the lower attaining students to ensure tailored support from specialists.

- **Tackling non-academic barriers.**

At HSL we understand that we will be most effective in tackling disadvantage if the whole school community shares the responsibility. Our commitment to disadvantaged pupils permeates the ethos of the school; it is tangible in our policies and procedures as well as our daily conversations and actions. Attendance of all students is tracked, and any low attendees are monitored and tracked; especially pupil premium students (who are tracked and monitored weekly by SLT).

The Tutors and Heads of House develop good relationships with the students and monitor their behavioural, social and emotional wellbeing, with regular check-ins with the pupil premium students in their care.

We ensure access to technology, educational materials, and extra-curricular activities such as school trips.

All pupils are known as individuals. As a new and growing school, we still hold a unique position where staff know the students well and understand their personal circumstances and interests. We seek their views, we know their families. This meticulous approach allows us to identify barriers to learning that vary in scope and size. As such, we know that one strategy doesn't meet all needs. Consequently, we will track the whole cohort to ensure students are receiving equal access to interventions and we will use a variety of methods that complement each other to tackle disadvantage.

We know that an excellent education requires us to take a holistic approach to our pupils' development. We believe it is our responsibility to provide enriching opportunities and a strong extracurricular programme, so that those who are disadvantaged develop the crucial skills such as resilience, teamwork, and oracy that are essential for adult life. We want all our pupils to become happy, successful adults who make a positive contribution to society and acknowledge the need to remove barriers.

Our specific objectives:

To ensure disadvantaged pupils:

- achieve at least as well as their peers academically and better than disadvantaged pupils nationally.
- attend school regularly and on occasions when they miss school, are supported to 'catch-up'.
- participate in all aspects of school life, including extra-curricular provision.
- are represented in pupil voice.

Our approach:

1. Identifying the specific challenges faced by disadvantaged and vulnerable pupils

In order to tackle disadvantage, we will adopt a systematic approach to understanding any academic and non-academic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching, for example:

- attendance and levels of persistent absence
- behaviour incidences and exclusions data
- wellbeing, mental health, and safeguarding concerns
- access to technology and educational materials
- high mobility
- underlying SEND

In our Teaching and Learning policy we make clear our commitment to nurturing the following attributes in all our pupils:

- positive attitudes to learning, self-discipline and a strong sense of responsibility.
- strong relationships with their teachers and peers
- the ability to work independently and collaborate well with others.
- the confidence and vigour to work creatively and solve problems as they arise.
- the ability to identify, select and use a range of resources to support their learning.
- good organisational skills, taking increasing responsibility for their own learning
- a respect for others
- a holistic awareness of the challenges of a changing world and be a resilient team player.

- a capacity to celebrate their own success and the achievements of their peers.

2. Timely and rigorous evaluation.

We will monitor the progress, engagement, and attainment of this group of pupils at every opportunity throughout the year. For example, the progress and attendance of disadvantaged pupils will be a standing item on our weekly leadership meetings. The Teaching and Learning Framework, Parent Evenings, Reports, Pupil Voice, will provide calendared opportunities to evaluate the quality of provision for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Financial – lack of access to funds (69 pupils entitled to FSM 2025-26)</p> <p><i>Transition information and discussions with pupils and parents’ meetings suggest that a small number of our families face significant financial challenges and will require support. The financial support offered from the pupil premium is to purchase uniform, using the uniform grant at the suppliers ‘Bateman’s’, alongside other essential resources such as the maths and art kits and GCSE revision guides.</i></p>
2	<p>Impact of partial school closure (Covid) and lack of access to IT at home impacting on education and wellbeing</p> <p><i>Some students do not have the facilities and quiet environment at home to complete homework, or the IT equipment available. Support in the form of Homework Club and Study, with a paid member of staff aims to address this area for students.</i></p> <p><i>Transition information, our assessments and discussion with parents suggest that a small number of our disadvantaged cohort were not able to engage as well in remote learning, during periods of lockdown, as their peers. This has impacted on their social development, mental health, knowledge, skills, and well-being.</i></p>
3	<p>SEND – 38/88(43% of disadvantaged cohort) on SEN Support</p> <p><i>Specific barriers to learning include:</i></p> <ul style="list-style-type: none"> • SEMH - impacting ability to engage with learning. • Moderate learning difficulties • Young Carer responsibilities • Poor Attendance at Primary school • EAL • Low self-esteem • Dyslexia • Specific medical conditions
4	<p>Low levels of Literacy – gaps in knowledge, possibly made worse by periods of remote learning in Primary School. This impacts their progress in all subjects.</p> <p><i>Year 7 (2025) - The NGRT Assessments have identified 16% of the cohort have a reading age below 11, 1/4 of this percentage are Pupil Premium. Targeted phonic and literacy interventions are in place for these students.</i></p> <p><i>Year 7 (2024) – 19% of the PP cohort arrived below the expected standard in English, compared to 17% on non-PP students. 19% of PP students are below the expected standard in both Maths and English.</i></p>

	<p><i>Year 7 (2023) – 25% of the PP cohort arrived below the expected standard in reading and/or grammar. 7 students were below in both Maths and English. Following the NRG by GL Assessments 20% of the cohort have a reading age below 11.</i></p> <p><i>Year 7 (2022) – 20% of the pp cohort arrived below the expected standard in reading and/or grammar. 2 students were below in both areas. Following the NRG by GL Assessments 20% of the cohort have a reading age below 11.</i></p> <p><i>Year 7 (2021) - In the Reading and Spelling baseline assessments, 50% of the cohort achieved below the mean (100) in their standardised scores for one or more of reading, decoding, or spelling. 4 pupils were below the mean in all 3 areas.</i></p>
5	<p><i>Poor Oracy – limited speaking and listening skills.</i></p> <p><i>Initial teacher observations and assessment suggest a small number have limited oracy skills. This impacts on their learning in all areas and their confidence to participate in other activities (such as House Council Elections)</i></p>
6	<p><i>Poor Numeracy – gaps in knowledge, possibly made worse by periods of remote learning Primary School</i></p> <p><i>Year 7 (2025) - 28% of PP (6/21) students arrived below the expected standard in Maths, compared to 14.4% (23/159) of non-PP students.</i></p> <p><i>Year 7 (2024) – 25% of PP students in this cohort arrived below the expected standard in Maths at KS2, compared to 22% of non-PP students.</i></p> <p><i>Year 7 (2023) – 33% of PP cohort have arrived below the expected standard in Maths at KS2.</i></p> <p><i>Year 7(2022) – 16% of PP cohort arrived below the expected standard following SATs. 75% of these children have been placed in set 2 with additional support. The baseline assessment highlights 12% of PP cohort need additional support with maths in order to match their peers.</i></p> <p><i>Year 7 (2021) - A small number of pupils arrived below age related expectations in Maths. However, baseline assessments show that a larger number need additional support with Maths in order to match their peers.</i></p>
7	<p>Attendance</p> <p><i>Year to Date: 95.4% whole school. (92.8% National)</i></p> <p><i>HSL PP students: 92.2%</i></p> <p><i>Attendance of our Pupil Premium cohort is 3% lower than school data and 0.6% below the national picture currently.</i></p> <p><i>PP Attendance for 24-25 was 92.7%, only 2% lower than the whole school attendance.</i></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
<i>To ensure all disadvantaged pupils do not face financial barriers when accessing the curriculum (including access to IT at home) and extra-curricular opportunities.</i>	<i>To use the premium to eradicate financial barriers, such as the cost of uniform and equipment. To ensure all disadvantaged pupils are able to attend extra-curricular clubs and participate in trips. This will be evidenced in feedback from parents and high attendance of disadvantaged pupils at extra-curricular clubs/trips</i>
<i>All pupils can access and complete homework using IT</i>	<i>Teacher reports and class observations will suggest disadvantaged pupils are more able to work independently at home. This finding will be supported by pupil voice and high homework completion rates across all classes and subjects.</i>
<i>Improved Literacy (reading, decoding, and spelling) amongst disadvantaged pupils across KS3.</i>	<i>Literacy tests (reading, decoding, and spelling) will indicate that disadvantaged pupils are achieving at least as well as their non-disadvantaged peers across KS3</i>
<i>Improved Oracy amongst disadvantaged pupils across KS3</i>	<i>Teachers will see improved speaking and listening skills amongst disadvantaged pupils; this will also be evidenced in learning walks, lesson observations and pupil voice</i>
<i>Improved Numeracy amongst disadvantaged pupils across KS3</i>	<i>Numeracy tests will indicate that disadvantaged pupils are achieving at least as well as their non-disadvantaged peers across KS3</i>
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</i>	<i>Attendance data will show that disadvantaged pupils' attendance is in line with that of their non-disadvantaged peers.</i>

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.

High Quality Teaching (for example, CPD, salaries, recruitment and retention)

Budgeted cost: Approx. £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Deploy Assistant Headteacher as PP Champion; training her to use evidence-based practice to support progress, attainment, attendance and wellbeing</i></p>	<p><i>Dfe guidance 'Using Pupil Premium guidance for school leaders'</i> <i>EEF 'Guide to use of PP'</i></p>	<p>All</p>
<p><i>Continue to develop our whole school approach to literacy drawing on recommendations in the EEF Improving Literacy in Secondary Schools guidance. Supporting our new Literacy co-ordinator to deliver her action plan.</i></p> <p><i>Fund teaching of intervention groups</i></p>	<p><i>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</i></p> <p>Improving Literacy in Secondary Schools</p> <p><i>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</i></p> <p>word-gap.pdf (oup.com.cn)</p>	<p>4</p>

<p>Continue to develop a Mastery Approach in Maths and enhance our teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Fund subject expert (Maths Glow lead) leadership support and release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p> <p>Fund teaching of intervention groups</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p>	6
<p>Further training for our Attendance Officers – to use school information systems to monitor attendance effectively and continue to develop strategies to improve attendance of disadvantaged pupils, such as reward breakfasts for good attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	7
<p>Embedding principles of good practice set out in DfE's Improving School Attendance (2024) advice.</p>	<p>EEF advises use of this advice</p>	7
<p>Purchase of standardised diagnostic assessments(eg NGRT GL assessments)</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	4,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: Approx. £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Group Reading to provide a reading interventions for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	4
Use of Phonics intervention(read write inc) to improve reading ages; training of teachers to deliver this specific intervention	The EEF toolkit suggests Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.	4
Small group Maths and English Booster interventions/Toolkits (Teacher)	EEF Teaching and Learning Toolkit suggests that one to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas (such as Maths).	6
Small group Maths and English Booster interventions (TA)	Targeted interventions delivered by trained TAs are shown by the EEF to have more impact than other kinds of TA support. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	6
Lunchtime homework club and after school study provision	EEF Teaching and Learning Toolkit indicates effective homework can lead to 5 months additional progress at secondary level. Homework EEF (educationendowmentfoundation.org.uk)	2
Provide LAMDA tuition to small number of disadvantaged pupils to improve Oracy skills	The EEF toolkit identifies engagement with drama and the arts to have a positive impact on attitudes to learning and creative writing in English. It also finds that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language interventions EEF (educationendowmentfoundation.org.uk)	5

Specific Young Carers support	The EEF toolkit identifies that this will have a positive impact on this group of vulnerable pupils.	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Approx. £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of resources for acute needs (to subsidise school visits, music lessons, cooking ingredients, uniform, equipment, etc) and IT facilities for homeworking to ensure pupils have access to noncurricular activities in order to build cultural capital.	There is extensive evidence that pupils from low income backgrounds are less likely to make good progress at secondary school compared to better off peers . Including this publication by The Social Mobility Commission: Progress at Secondary School report final.pdf (publishing.service.gov.uk)	1,2
Use of Provision Map Software and Epraise software to track interventions and engagement in extracurricular activities	The EEF Teaching and Learning Toolkit suggests the Arts and Sports participation can lead to 2 months additional progress and can also lead to more positive attitudes to learning. Physical activity EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)	1,2
Support new Primary Liaison Lead (teacher of Maths) to improve transition links with primary schools, so barriers to learning are identified earlier	The EEF Guidance Report on Improving Mathematics Teaching between KS2 and KS3 identifies the importance of transition between primary and secondary Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1,4,5,6

<p><i>Mentoring sessions with pastoral team/volunteers to address wellbeing of disadvantaged pupils, including SEMH issues</i></p>	<p><i>The EEF teaching and Learning Toolkit suggests that mentoring of disadvantaged pupils may be more beneficial than for their non disadvantaged peers, as the development of trusting relationships with an adult or older peer can provide a different source of support.</i></p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £ 110,000 Part B: Review

Review of 2024-5 - Outcomes for disadvantaged pupils

Our disadvantaged cohort achieved very good academic outcomes overall between 2024-2025. Their academic progress and effort was monitored at 3 formal points over the school year.

End of Year reports suggest that Pupil Premium students received 1/1 effort grades across a range of subjects and that PP students were making positive progress in relation to their target grades across their subjects.*

Students studying their GCSE's have been closely monitored by SLT and Heads of House, and SIT meetings have ensured any barriers to learning or identified gaps for PP students are actioned.

Disadvantaged pupils had access to specific interventions when necessary, including targeted phonics, reading and spelling interventions, group reading, maths interventions and ELSA support. Several disadvantaged pupils accessed the daily homework club and after school 'Study' to ensure a focused learning environment with the use of computers and Teaching Assistance support. A Tutor Time reading programme was enjoyed by all, as were Tutor time literacy and numeracy activities.

Our disadvantaged pupils participated in a range of extra-curricular programmes over the course of the year, and this was closely monitored by their tutors. A notable success has been the ongoing engagement of PP pupils in LAMDA lessons, where PP students gained Distinction grades. A significant number of this cohort were involved in the school production, and all were supported to attend at least one extra-curricular club each week. The school paid for a cycling coach to offer a short course, with PP pupils offered priority places. A particular success was the school's use of an external provider, to offer Table Cricket for a variety of pupils (including pp), where the students attended Edgbaston and Lords to compete.

For some pupils, equipment such as laptops, food ingredients, maths and art kits, revision guides, school uniform, travel, and the cost of trips were paid for using the premium. Mentoring sessions were provided to a small number of Pupil Premium pupils, relating to bereavement, anger management and mental well-being. A small number of pupil premium learners were also offered regular sessions with the school counsellor and school nurse.

Disadvantaged pupils were represented on all Pupil Voice panels, including The House Council, The Learning Council, The Rights Respecting School Steering Group and the Eco-Committee. Attendance of this cohort was monitored closely, with some necessary interventions to ensure improvements were made overall. Attendance data of this cohort was shared with all tutors on a weekly basis to ensure robust monitoring and support.

At the end of the Year PP attendance was 92.7% (92.8% in 2023-2024), this was higher than the national average for all pupils (90.9%), but lower than the school average of 94.8%. The deployment of an Education Welfare Office, during the year, allowed us to more effectively support some PP pupils with barriers to attendance.

Parental engagement has been strong, and the school has taken a pro-active approach, ensuring that parents who did not attend parents' evening are contacted directly and involved in the education of their children.

Our Young carers are offered additional support through the Heads of House and Pastoral support.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Service Pupil Premium funding was spent through our three-tiered strategy, focusing on High Quality Teacher recruitment, Targeted interventions and financial support for school trips.
The impact of that spending on service pupil premium eligible pupils
Interim Report data suggests that SPP students are making positive progress from High Quality Teaching across their subjects.

Further information (optional)

We continue to draw on multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities. We will adjust our plan over time to secure even better outcomes for pupils.