

# 2024 – 2025 Pupil premium strategy statement – The County High School, Leftwich

This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	1047
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mr R Warburton
Pupil premium lead	Miss J Martland
Governor / Trustee lead	Mrs J Curry

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£218,395

# Part A: Pupil premium strategy plan

## Statement of intent

At The County High School, Leftwich, our approach to supporting our disadvantaged and vulnerable students (*students supported by the Pupil Premium*) is to understand the specific elements of education that students find challenging alongside non-academic barriers which may negatively affect their access to education.

The school's vision surrounds its legacy of social impact through the school's culture, leadership and quality. Our intention is to support all students to exceed their academic potential by development of their knowledge and skills embedded within the school's values of aspiration, kindness and pride, regardless of socio-economic background.

Continuing to follow a three-tier strategy intended to overcome challenges faced by our disadvantaged and vulnerable students, our focus areas are:

- 1) delivery of quality teaching and learning experiences throughout the school, demonstrating consistent classroom practice delivered in a calm, purposeful environment for all students to learn and thrive.
- 2) thorough and consistent tracking of progress and identification of gaps in learning addressed through additional targeted academic support
- 3) encouraging participation in raising the cultural aspirations of the most significant, non-academic challenges to success in school, for example, attendance, behaviour, resilience, social and emotional mental health and wellbeing, and financial support.

This Pupil Premium strategy directly contributes to focusing on supporting students who are less advantaged than their peers and thus demonstrating the significant impact on their outcomes to help them succeed.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Progress and Attainment</b> Students from lower socio-economic backgrounds continue to face the biggest challenges in education; there is a gap in the progress and attainment of disadvantaged students at our school when compared with those from non-disadvantaged backgrounds.

2	<p><b>Attendance</b></p> <p>Absenteeism is negatively impacting disadvantaged students' progress and continues to be a key focus area for the school.</p>
3	<p><b>Resilience</b></p> <p>Many lower attaining, disadvantaged students avoid engagement with learning and any metacognitive and self-regulation strategies when faced with challenging tasks.</p>
4	<p><b>Financial Constraints</b></p> <p>Limited access to equipment, learning and revision resources and restricted participation in whole-school enrichment opportunities.</p>
5	<p><b>Aspirations</b></p> <p>Potential low aspirations of disadvantaged students and reluctance to embrace opportunities to broaden their knowledge, skills and aspirations. This is characterised by a reluctance to participate in events which foster engagement in the school culture and cultural capital.</p>
6	<p><b>Reading Levels</b></p> <p>Assessment on entry demonstrates that disadvantaged learners statistically have lower levels of reading comprehension than their peers, which impacts on their learning across the curriculum</p>
7	<p><b>Parental Engagement</b></p> <p>Engagement with key school events (like parents' evenings and information evenings) continues to be a challenge for some families who have perhaps previously had negative experiences with education.</p>
8	<p><b>Behaviour</b></p> <p>Disadvantaged students are demonstrating disengagement and behavioural challenges; they are over-represented in suspension figures.</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
1) Improved attainment and progress of disadvantaged students	<ul style="list-style-type: none"> <li>Disadvantaged students to achieve in line, or above, national averages for <b>all</b> students</li> <li>All disadvantaged students will be "exam ready" through the resources (particularly KS4) and preparation support they need for formal assessment periods</li> </ul>
2) Improved attendance of disadvantaged students	<ul style="list-style-type: none"> <li>Evaluate, enhance and improve structures across the school day to support attendance and punctuality</li> <li>Ensure attendance is in line or above national averages for all students</li> </ul>

<p>3) Resilience to engage with challenging aspects of learning to develop self-belief and drive self-motivation</p>	<ul style="list-style-type: none"> <li>Continued delivery of quality-first, specialist teaching to engage and develop the approach to learning of disadvantaged students</li> <li>More will be engaged in learning, evidenced by improved school and lesson attendance, developmental opportunities to build character and positive mental health and wellbeing.</li> </ul>
<p>4) Pupil Premium funding to lessen financial barriers to providing educational experiences commensurate with non-disadvantaged peers</p>	<ul style="list-style-type: none"> <li>Students become more confident and less reluctant to engage with all aspects of their education</li> <li>Students demonstrate they are better equipped to fully engage with their learning across the curriculum and the impact of their engagement with the school's 'Study Skills, Active Revision and Reflection' programme (STARR)</li> </ul>
<p>5) Build cultural aspirations through increased engagement with enrichment opportunities across the school</p>	<ul style="list-style-type: none"> <li>No difference in participation rates between disadvantaged students and their peers</li> <li>Increased attendance and progress in school as a result of engagement with offered, wider opportunities i.e Northwich Rowing Club, Teens and Toddlers Programme, Duke of Edinburgh Award</li> </ul>
<p>6) Improved reading ages and literacy levels</p>	<ul style="list-style-type: none"> <li>Heightened engagement with the school's 'Reading Development Programme'</li> <li>Reading ages of disadvantaged students will be in line with their peers</li> </ul>
<p>7) Increased participation rates at parents' evenings and information evenings.</p>	<ul style="list-style-type: none"> <li>Higher number of parents/carers of disadvantaged learners in attendance to school events</li> <li>Higher number of parents/carers of disadvantaged students engaging with online communication</li> </ul>
<p>8) Lower the number of disadvantaged students represented in step out, suspension and exclusion statistics.</p>	<ul style="list-style-type: none"> <li>Reduced numbers of step outs, suspensions and exclusions for disadvantaged students</li> <li>Increased number of achieving excellence points for disadvantaged students</li> </ul>

## 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: £100,462 (46%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vision for disadvantaged students re-established and shared with all stakeholders - 'Achieving Excellence for all'</p>	<p>Rowland, Marc (Ed). (2021) Addressing Educational Disadvantage</p> <p>Stepping up: 15 steps for ensuring disadvantaged pupils thrive (Unity Research School, April 2024)</p> <p>Wrangles, Mark (2024) How do the most successful schools support disadvantaged pupils?</p>	<p>1,2,3,4,5,6, 7, 8</p>
<p>Support and funding of continued career professional development (CPD) with a focus on delivery of Quality First Teaching</p>	<p>EEF: Effective use of the Pupil Premium</p> <p>Supporting the attainment of disadvantaged pupils (DfE, 2015)</p> <p>Rowland, Marc (Ed). (2021) Addressing Educational Disadvantage</p> <p>Wrangles, Mark (2024) How do the most successful schools support disadvantaged pupils?</p>	<p>1, 2,3,6</p>
<p>Whole school focus on reading</p>	<p>Quigley, Alex. (2020) Closing the Reading Gap</p> <p>Laura Kay Reading development Programme</p> <p>EEF: Secondary Literacy</p> <p>Understanding Progress in the 2020/21 Academic Year (DfE, 2021)</p> <p>Wrangles, Mark (2024) How do the most successful schools support disadvantaged pupils?</p>	<p>1,3,6,8</p>
<p>Continued focus on KS4 progress through identification and delivery of targeted interventions</p>	<p>Using Pupil Premium Guidance for School Leaders (DfE,2023)</p> <p>EEF: Effective use of the Pupil Premium</p>	<p>1,2,3,5,6.8</p>

All teaching staff to have a continued focus on less advantaged students for monitoring and taking accountability for their progress; data meetings will focus on disadvantaged students	Using Pupil Premium Guidance for School Leaders (DfE,2023)  EEF: Effective use of the Pupil Premium  Stepping up: 15 steps for ensuring disadvantaged pupils thrive (Unity Research School, April 2024)	1,3,5,6
Feedback to disadvantaged students prioritised in lessons; teachers to prioritise these discussions in lessons, facilitated by the 'route around the room'	EEF: Effective use of the Pupil Premium  Rowland, Marc (Ed). (2021) Addressing Educational Disadvantage	1,3,5,6,8
Supporting the recruitment and retention of teaching staff through the Early Career Framework, National Professional Qualifications (NPQ), mentoring and coaching programmes.	Using Pupil Premium Guidance for School Leaders (DfE,2023)	1,2,3,5,6

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

Budgeted cost: £63,334 (29%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexonic Leap: intensive phonics intervention programme	Quigley, Alex. (2020) Closing the Reading Gap  Understanding Progress in the 2020/21 Academic Year (DfE, 2021)  Wrangles, Mark (2024) How do the most successful schools support disadvantaged pupils?  EEF: Secondary Literacy  EEF: Effective use of the Pupil Premium	1,6

Reading Development Curriculum	<p>EEF: Secondary Literacy</p> <p>EEF: Effective use of the Pupil Premium</p> <p>Quigley, Alex. (2020) Closing the Reading Gap</p> <p>Understanding Progress in the 2020/21 Academic Year (DfE, 2021)</p> <p>Wrangles, Mark (2024) How do the most successful schools support disadvantaged pupils?</p>	1,6
Music Tuition	<p>EEF: Teaching and Learning Toolkit</p> <p>Government Events: Using the Arts to Support Disadvantaged Children (2022)</p>	1,4,5
Small group numeracy intervention programme with numeracy specialist (KS3 and KS4)	<p>EEF: Effective use of the Pupil Premium</p> <p>Rowland, Marc (Ed). (2021) Addressing Educational Disadvantage</p> <p>Understanding Progress in the 2020/21 Academic Year (DfE, 2021)</p>	1,3,5
SLT Mentoring Programme	EEF: Teaching and Learning Toolkit	1,5,8
Revision Materials	<p>EEF: Teaching and Learning Toolkit</p> <p>EEF: Metacognition and self-regulation</p>	1,4
Additional Classes in Maths facilitating smaller class size	<p>EEF: Teaching and Learning Toolkit</p> <p>Rowland, Marc (Ed). (2021) Addressing Educational Disadvantage</p>	1,3,5,8

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

Budgeted cost £54,599 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced systems and processes to improve attendance, punctuality and persistent absenteeism of disadvantaged learners	<p>Working together to improve school attendance (DfE, 2024)</p> <p><a href="#">Supporting the attainment of disadvantaged pupils</a> (DfE, 2015)</p> <p>The link between absence and attainment at KS2 and KS4 (DfE, 2022)</p> <p>Teaching and Learning Tool Kit – EEF Working With Parents to Support Children’s Learning -EEF</p>	1,2,3,7
Implement revised approach to student behaviour systems, focusing on de-escalation techniques to reduce higher-level behaviour incidents and suspensions	<p>EEF: Improving Behaviour in Schools</p> <p>Donna Davies Ltd. Training</p>	1,2,3,8
Continue to strengthen student support and peer mentoring programmes to offer small group interventions for students with complex mental health and wellbeing needs	<p>EEF: Effective use of the Pupil Premium</p> <p>Social and Emotional Learning and Behaviour Interventions – EEF</p> <p>Place2Be Senior Mental Health Lead Programme</p> <p>Wrangles, Mark (2024) How do the most successful schools support disadvantaged pupils?</p>	1,2,3,5,8
School Counselling Service: prioritising disadvantaged learners	<p><a href="#">Supporting mental health in schools and colleges</a> (DfE, 2018)</p> <p>Wrangles, Mark (2024) How do the most successful schools support disadvantaged pupils?</p> <p>EEF: Effective use of the Pupil Premium</p>	1,2,3,5,8



Develop the role of the school's Mental Health lead who will liaise with wider, external agencies to support disadvantaged learners and their families	<a href="#">Supporting mental health in schools and colleges</a> (DfE, 2018)  Wrangles, Mark (2024) How do the most successful schools support disadvantaged pupils?  EEF: Effective use of the Pupil Premium	1,2,3,5,7,8
MPLOY Careers Guidance: prioritising disadvantaged learners	EEF: Effective use of the Pupil Premium	1,2,3,5
Hardship Fund	Stepping up: 15 steps for ensuring disadvantaged pupils thrive (Unity Research School, April 2024)	4
Duke of Edinburgh	EEF: Effective use of the Pupil Premium	2,3,5,8
Football Beyond Borders	Stepping up: 15 steps for ensuring disadvantaged pupils thrive (Unity Research School, April 2024)  EEF: Effective use of the Pupil Premium	1,2,3,5,8
Teens and Toddlers	Stepping up: 15 steps for ensuring disadvantaged pupils thrive (Unity Research School, April 2024)  EEF: Effective use of the Pupil Premium	2,3,5,8
Northwich Rowing Club Enrichment Programme	Stepping up: 15 steps for ensuring disadvantaged pupils thrive (Unity Research School, April 2024)  EEF: Effective use of the Pupil Premium	2,3,5,8
CAP Programme	Stepping up: 15 steps for ensuring disadvantaged pupils thrive (Unity Research School, April 2024)  EEF: Effective use of the Pupil Premium	2,3,4,5,8

**Total budgeted costs: £218,395**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### Progress Data 2023-24

	Whole School	National Figure	PP Students	National PP Students
<b>Progress 8</b>	+0.61	0.00	-0.78	-0.45
<b>EBacc Entry</b>	91.7%	39.8%	68.4%	30.7%

Progress data for KS4 GCSE, resulted in a Progress 8 score of +0.61 (all students) vs -0.78 (Pupil Premium students). It is prudent to note that the attainment of disadvantaged students was again significantly impacted by a small number of students who, due to unforeseen circumstances, were unable to successfully complete their education under the school's direction. Nevertheless, without continued focus on the challenges faced by last year's Pupil Premium cohort through delivery of the various support strategies documented in last year's strategy, their progress would potentially have been even more adversely affected. PP students who had attendance over 85% had a progress 8 score above the national PP progress 8 score.

Across the following subjects, disadvantaged students did make progress commensurate with their peers, nationally: Biology, Chemistry, Physics, Food Preparation and Nutrition, Spanish, Photography and both qualifications offered by PE. Ongoing practice of sharing impactful teaching and learning methods to maximise the progress of disadvantaged learners across the curriculum, continues through the school's TLC and STLC programmes. Notably, the year's TLC Programme was launched by highlighting this year's key focus: *Overcoming Barriers to Learning in the Classroom*. Our expectations of all students remains high; our Ebacc entry for PP students continues to be well above the national average at 68.4% (compared to 30.7% nationally).

Which shows our ambition for all learners.

The summative analysis and evaluation of progress data at two student tracking windows continued to identify individuals of concern and informed the implementation of a range of interventions delivered across small groups, by specialist teaching staff.

#### **Attendance Data 2023-2024**

	<b>Attendance</b>	<b>Unauthorised Absence</b>	<b>Persistent Absence &gt;90% (No. of students)</b>	<b>Late to school</b>
<b>Whole School</b>	92.9	1.44	148	4.3
<b>PP</b>	85.83	3.77	70	7.12
<b>Non-PP</b>	94.55	0.89	78	3.65

Regular analysis of attendance data and subsequent actions to support improvements in attendance (including persistent absenteeism) have evolved in tandem with increased multi-agency and Local Authority support to focus on improving attendance of disadvantaged students. Support and guidance from local schools and trusts who have experienced improved attendance, has been sought and actions have been adjusted and new strategies implemented. The gap continues to be an area of focus for this plan, moving forward.

Exploration and procurement of a variety of alternative provisions, on and off-site, and motivational work placements again supported a small number of disengaged students to continue their education in an environment appropriate to their needs.

Evaluation and review of the above have informed the identification of the challenges and activities to address these, contained within this document; the school continues its commitment to improving the outcomes for our less advantaged student cohort.