

Pupil premium strategy statement 2025-2026

Higham Lane North Academy

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.

School overview

| Detail | Data |
|---|---|
| School name | Higham Lane North Academy |
| Number of pupils in school (11 – 16) | 154 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| 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 | Kirstie Robinson Headteacher |
| Pupil premium lead | Romayne Charles PP coordinator |
| Governor / Trustee lead | Keith Hobbs |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year (estimate) | £38,619 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £38,619 |
| <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 North Academy we know that high achievement sits in a framework of high expectations, and we support all learners to meet these high expectations. The School's intent is to deliver an ambitious curriculum, both academic and extra-curricular, which is rich in breadth and depth and is underpinned by our values of being conscientious, compassionate and confident, regardless of ability or background underpinned by a culture of high expectations and high aspirations.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups, so that all pupils at our school can make outstanding progress. We intend to use pupil premium to address the national trend of lower attainment for pupils who are disadvantaged or vulnerable. As such, the school 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 pupil focused data to ensure that no pupil is left behind. Where a pupil is making less progress, we will quickly intervene.

Our principle aims in spending our Pupil Premium are:

- To ensure that every pupil has access to, and engages with an ambitious, 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

Our principle ethos at HLNA is that 'everyone is included and everyone belongs.' Staff and pupils know that we leave no child behind. As part of our care & support curriculum, we ensure that every child is safe, happy, has purpose and a sense of belonging, which is achieved through what we teach, and how we teach. Every day we give pupils a wide range of opportunities to achieve the NORTH STAR principles of Service, Teamwork, Ambition and Resilience not only within the classroom, but crucially beyond it so that every child feels safe and happy to attend school through our carefully planned and sequenced personal development curriculum. This includes both a contextualised safeguarding and attendance curriculum and a taught behaviour curriculum alongside co-curricular opportunities encompassing charity, community, competition, creativity, culture and leadership. This is a key part of overcoming any emotional and attendance barriers for all pupils, and particularly for any PP pupils facing these barriers. All staff are fully aware that all pupils need to feel safe and happy, to feel a sense of purpose and belonging, before they can exceed their academic potential.

Our commitment to excellent teaching and learning and an ambitious, broad and balanced knowledge curriculum is relentless. We want pupils to leave our school with the confidence that comes from possessing the best of what has been thought, said and written about every subject that they learn. Our carefully planned and sequenced curriculum ensures that pupils' knowledge is built so that they learn more and remember more and through our values of being conscientious, compassionate and confident, we create a culture within the classroom which ensure that pupils are ambitious for

themselves. Alongside the curriculum, it is expected that all pupils take part in the Innovation and Inspiration programme which places ambition at the heart of the programme, linking their daily lived experience to the futures that they want to inhabit when they are older.

Our PP-first approach also means that all practice is quality assured with PP pupils at the forefront of all activities. This way, the whole school knows that we can be 'proud because we do what is right' which is our overall mission for all that attend the school.

Pupil Premium provision

To overcome the challenges disadvantaged pupils face we utilise a research and evidence based approach following the Education Endowment Foundations 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, including CPD (teaching and support staff).
2. Targeted academic support, such as tutoring.
3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

In terms of maximising progress, many of those strategies identified by EEF as delivering the biggest gains feature. For example, 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 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. |
| 2 | Reduce the gap in attainment – proportionally more disadvantaged students have lower literacy and numeracy levels on entry. These pupils require interventions to ensure that they make comparable progress. We will continue to embed our equitable teaching strategies and have consistent implementation of our pledge for disadvantaged learners. |
| 3 | Support students with their social and emotional skills to reduce anxiety and increase resilience |
| 4 | Closing the enrichment and cultural capital gap. PP pupils access the same range of co-curricular activities and trips as their peers. |

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 pupils know, understand and retain more to make accelerated progress – especially through improved literacy and numeracy. Support pupils so they have a better grasp of metacognitive learning | <ul style="list-style-type: none"> -DA pupils to achieve in line with their Non DA peers in cumulative summative assessments. - pupils working below age related expectations in KS2, catch-up with literacy and numeracy skills and keep up with their peers within the wider curriculum. -Improvement in Reading Ages (NGRT scores and Accelerated Reading) so that all pupils achieve a reading age of at least their chronological age. - DA pupils are identified and have access to academic mentoring. - DA pupils are identified and have access to personalised intervention e.g. IDL reading scheme, reading mentors, numeracy intervention and small group intervention. Quality-first teaching strategies (as identified in the pledge for disadvantaged learners) are widely implemented. - Metacognition strategies are widely implemented |
| 2 | Increased attendance rates for disadvantaged pupils, bringing | <ul style="list-style-type: none"> - Gap in attendance rates continues to close between disadvantaged pupils and non-disadvantaged. |

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| | disadvantaged pupils in line with non-disadvantaged | <ul style="list-style-type: none"> - The overall absence rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. Bespoke attendance targets and support is in place for vulnerable-attendance PP students. - In keeping with our vulnerable mindset ethos, DA students alongside other key demographics are prioritised at all levels of intervention. - Tailored attendance strategies and rigorous monitoring ensures that whole school attendance significantly exceeds national benchmarks. |
| 3 | Support students with their social and emotional skills to reduce anxiety and increase resilience | <ul style="list-style-type: none"> - Flourish mental health support group in school shows positive indicators. - Direct improvement in attendance and lesson participation. - Assessments and feedback show resilience and performance in line with peers with similar starting points. - Pupil voice shows they feel happy and safe in school and know strategies to use when feeling anxious. |
| 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"> -There is no gap in pupil participation for disadvantaged students in co-curricular activities, trip and visits or student leadership opportunities. -Enrol in Innovation & Inspiration programme and take part in co-curricular activities as well as the tutor STAR value programme -Participation in off-site trips to gain a better appreciation of arts and culture etc |

Activity in this academic year

This details how we intend to spend our pupil premium-this academic year to address the challenges listed above. The total Pupil Premium budget for 2025/26 is £38,619.

Teaching (for example, CPD, recruitment and retention)

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Menu of approach area |
|---|---|-------------------------------|-----------------------|
| <u>Continue to develop high quality teaching, assessment + curriculum:</u> | Diagnostic assessments can indicate areas for | | |

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| <ul style="list-style-type: none"> • Use of KS2 data / baseline assessments / termly assessments / NGRT tests | <p>development for individual pupils</p> | 1 | High quality teaching (HQT) |
| <p><u>Literacy</u></p> | <p>Diagnostic assessment evidence base to support planning to -EEF</p> | | |
| <ul style="list-style-type: none"> • Develop reading, writing and oracy across the curriculum • Accelerated Reader, form time reading; Summer of Reading (to promote reading for pleasure); English transition activities • Research literacy intervention programmes and implement additional intervention programmes to support the weakest readers in catching up e.g. lexonics or IDL literacy. • Whole school reading of form time articles, word of the week and reading for pleasure implemented consistently across the school. | <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>Reading Comprehension Strategies EEF Teaching and Learning Toolkit- Very High Impact</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p>Why closing the word gap matters- OUP</p> <p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools - EEF</p> <p>Homework EEF Teaching and Learning Toolkit (high impact)</p> | 1, 4 | High Quality teaching/Targeted academic support/Wider strategies |
| <p><u>Numeracy</u></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> | 1, 4 | High Quality teaching/Targeted academic support/Wider strategies |

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| <ul style="list-style-type: none"> Numeracy activities (including Ninja Maths in form time); e-learning resources – in-class and homework <p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> Mastery learning/modelling - “I do”, “We do”, “You do” supported by use of visualiser and scaffolding First and frequent feedback (for disadvantaged pupils) – live (in class) and FOTs (follow on tasks) Pupil Passports to share learning preferences - evidenced on Class Charts and in class teacher folders. Metacognition - help students to be more effective and independent learners This will involve CPD for staff with ongoing training involving release time. | <p>Metacognition- EEF Teaching and Learning toolkit (very high impact)</p> <p>Metacognition and Self-Regulated Learning -EEF Guidance Report</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>Feedback-EEF Teaching and Learning Toolkit – Very High Impact</p> | <p>1</p> <p>1, 3</p> | <p>High quality teaching</p> |
| <p><u>Continuing Professional Development:</u></p> <ul style="list-style-type: none"> Regular CPD, T + L briefings, staff meeting and department meetings to share and embed best practice Challenging Education, RADIO Rady (+ other networking opportunities) Use of EEF, National College and Optimus resources/research (as part of staff/department meetings) | <p>Sharing good practice; professional development builds knowledge, motivates staff and reduces in-school variation</p> <p>EEF Effective Professional Development–</p> <p>EEF contains a variety of evidence based resources based on school based research to develop staff in improving life chances.</p> <p>DFE- Research to understand successful approaches to supporting the most academically able disadvantaged pupils</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>High quality teaching</p> |

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><u>Interventions to support Literacy/Numeracy</u></p> <ul style="list-style-type: none"> Additional Literacy intervention: focus = reading, reading/writing | <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>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</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>Reading Comprehension Strategies EEF Teaching and Learning Toolkit- Very High Impact</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p>Why closing the word gap matters- OUP</p> | 1,5 | High quality teaching/targeted academic support |
| <p><u>One-to-one and small group tuition:</u></p> <ul style="list-style-type: none"> Termly small group intervention for English and Maths - targeted intervention to specific groups based on assessments/progress to target grade One-to-one tutoring for some CLAs/PLACs as part of PEP | <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> | 1, 2, 3, | High quality teaching/targeted academic support |

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| | One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF | 1,3,4 | High quality teaching/targeted academic support |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Menu of approach area |
|--|---|----------------------------------|---|
| <p><u>Supporting students' social, emotional and behavioural needs:</u></p> <ul style="list-style-type: none"> • SEMH > Counselling – students have access to a trained counsellor in school (self-referral, staff or parent/carer referral) • Further support available from safeguarding team /pupil support worker (SEMH, attendance, behaviour) • Behaviour intervention – bespoke support to help identified students with strategies to self-regulate and de-escalate situations; reduce incidences of R2s and R3s. Staff receive CPD in relational practice to help students deescalate and reduce recidivism. | <p>Counselling can have a high impact on risk behaviours, support attendance, safeguarding and reduce symptoms of anxiety and depression.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p> <p>Ameliorating the effects of trauma and unmet attachment needs for children in can have a significant positive influence on improving life outcomes</p> <p>Attachment Aware and Trauma Informed Schools Programme OUP</p> | <p>1, 2, 4</p> <p>1, 2, 3, 4</p> | <p>Wider strategies</p> <p>Wider strategies</p> |
| <p><u>Supporting attendance:</u></p> <ul style="list-style-type: none"> • Monitor attendance using tools such as DFE attendance tracker (DH/PP lead) • Support reluctant attenders to re-engage with support from North Bridge staff • Network with other schools (e.g. Challenging Education) and investigate other schools' | <p>There is a strong correlation between attendance and attainment as well as a reduction in SEMH issues.</p> <p>DfE's guidance on working together to improve school attendance.</p> | 1, 2, 4, | Wider strategies |

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| <p>strategies for improving attendance (+ see in action)</p> <ul style="list-style-type: none"> • Join a DFE attendance hub to learn from others and share best practice • Investigate barriers to attending e.g. student voice – and address with strategies e.g. mentoring, attendance targets, breakfast clubs • Personalised targets and attendance and wellbeing check ins by house champions. • Rewards used to celebrate success and incentivise excellent attendance. • Early support meetings with parents/carers to identify barriers and offer support. | | | |
| <p><u>Extra-curricular activities:</u></p> <ul style="list-style-type: none"> • Offer a broad range of activities in school (lunch and before/after school) track PP involvement e.g. survey/student voice to ensure proportionality • ‘Innovate and educate’ (speakers including ex-students) to raise aspirations and help students make positive contributions as active citizens • Encourage student involvement in wider school life (Pupil Parliament, Open Days, parents’ [information] evenings) • Support participation in trips – aim to cover the full cost for non-residential trips • Monitor above for proportionality | <p>Enhancing educational and social experiences linked to the school enriching cultural capital is a pivotal way of improving life chances. Against the Odds- DFE report</p> <p>Wider School participation e.g. arts and sports can have a positive impact on academic outcomes in other areas of the curriculum</p> <p>EEF Teaching and learning toolkit</p> | <p>4</p> | <p>Wider strategies</p> |

Externally provided programmes

Please include the names of any non-DfE programmes that 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 |
| e-learning/online tutoring (via VS) | IDL |
| Staff Training | National College |
| Crime Awareness | Police |