



Prudhoe Community High School	
Name of Policy	Pupil premium strategy statement
Named Person	Faye Warkman
Approved by:	Beth Hudspith Chair's Action Date: 14/11/25
Last review date	Autumn 2025
Next review date	Autumn 2028

Pupil premium strategy statement – 2025–2028

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

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

School overview

Detail	Data
Number of students in school	512 in lower school (685 inc Y12 and Y13)
Proportion (%) of pupil premium eligible students	24.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 2026/27 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Annmarie Moore (Headteacher)
Pupil premium lead	Faye Warkman (Deputy Headteacher)
Governor / Trustee lead	Beth Hudspith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,240
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	£147,240

Part A: Pupil premium strategy plan

Statement of intent

At PCHS excellence is at the heart of everything that we do here at Prudhoe Community High School.

We want all our young people irrespective of their background or the challenges they face to:

- Strive for excellence wherever and however they can
- Develop their values and learn to live by them
- Participate actively

We believe that by developing this in our young people they will make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, 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 is at the heart of our approach, with a focus on areas in which disadvantaged students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 students excel. To ensure they are effective we will:

- ensure disadvantaged students 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 students' outcomes and raise expectations of what they can achieve.

Challenges

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

	Detail of challenge
1	<p>Our attendance data indicates that attendance among disadvantaged students last year was 9% lower than for non-disadvantaged students.</p> <p>Too many disadvantaged students have been 'persistently absent' during that period and there is a significant gap in PA rates between disadvantaged and non - disadvantaged students. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p>
2	<p>The GCSE outcomes of disadvantaged students is below that of their non - disadvantaged peers.</p> <p>In 2025, the progress score for disadvantaged students in 2025 was positive using SISRA collaborative data. With attainment 8 data being in line with the National average for 2024.</p> <p>56.1% of pupil premium students achieved a grade 4 or higher in English and maths compared to 77.9% of all students. The attainment 8 score of disadvantaged students was 32.9 compared to 46.55 for all students.</p>
3	<p>Our pastoral provision identifies social and emotional issues for a significant minority of students. These issues include low self-esteem and low mood. These challenges particularly affect disadvantaged students.</p> <p>In recent years, referrals pastoral support markedly increased. In the last academic year, 41% of our Y11 disadvantaged cohort received 1:1 or small group pastoral support from our school based team.</p>
4	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>In the current cohort of Comms 59% students are disadvantaged.</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
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all students being in line with National Data (2024/25: 93.37%) the percentage of all students who are persistently absent being below National Average (Nat Avg 2024/25 17.63%) and the figure among disadvantaged students being no more than 5% lower than their peers.
To improve attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects	<p>2027/28 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> an average Attainment 8 score of at least 43.50 at least 65% of disadvantaged students gaining a 4+ in Maths and English
To achieve and sustain improved wellbeing and engagement for all students, including those who are disadvantaged, consequently improving attitude to learning	<p>Sustained high levels of wellbeing from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a further increase in participation in enrichment activities, particularly among disadvantaged students. 95% of all disadvantaged students achieving an attitude to learning grade of 1 or 2 in all subjects
Improved reading comprehension among disadvantaged students across KS3.	<p>2027/2028 KS3 outcomes demonstrate:</p> <ul style="list-style-type: none"> Reading comprehension tests demonstrate an 80% improvement in comprehension skills among disadvantaged students in Comms groups and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.

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: **£57,420**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD provision across the school with success being demonstrated consistently within the QA processes.</p> <p>CPD will include a focus on use adaptive teaching techniques, embedding of Rosenshine's principles, curriculum planning, metacognition and self-regulated learning and use of technology</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Renshine's Principles of Instruction</p> <p>EEF Effective Professional Development</p> <p>EEF Special Educational Needs in Mainstream Schools</p> <p>EEF Metacognition and self-regulated learner</p>	1, 2, 3, 4
<p>Development and embedding of a reading curriculum within school to provide staff with strategies to develop students vocabulary (Disciplinary literacy). This involves staff CPD on reading strategies on a whole school and department level.</p>	<p>Influenced by the work of Alex Quigley "Closing the Vocabulary gap" for development of tier 2 words and EEF "Improving literacy in Secondary Schools" document for the development of disciplinary literacy.</p> <p>Literacy in secondary schools</p>	1,2,3,4

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

Budgeted cost: £25,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and embed Lexonik reading interventions (KS3 and KS4), 6th Form reading ambassadors and Communications curriculum (Y9) to support students who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on students' ability to understand a text across the curriculum. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Extensive tutorial intervention programme to address gaps in knowledge in CORE subjects (Y11 Focus) and students who have missed learning through absence (KS4).	EEF Guide to Pupil Premium EEF Metacognition and self-regulated learner	1,2,3,4

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

Budgeted cost: £64,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Widening of pastoral department to support students mental health and those students at risk of becoming PA through 1:1 or small group intervention/mentoring. Use of THRIVE worker (external support) and ASK Psychology to develop staff expertise and creation of SEMH interventions	EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	1, 2, 3
Embedding principles of good practice set out in DfE's Improving	The DfE guidance has been informed by engagement with schools that have	

School Attendance advice. Through use of all school staff including designated attendance officer role	significantly reduced persistent absence levels. DfE's Improving School Attendance	
Engagement with outside agencies such as Future Me to provide enrichment activities for all but with PP students being proportionally represented	EEF teaching and learning toolkit - Work around raising aspirations	1, 2,3
Development of Bromcom as MIS to allow detailed analysis of attendance and a rewards and sanctions points system to track behaviour and engagement in learning	DFE Behaviour in schools document - good practice Dfe Improving school attendance EEF teaching and learning toolkit - Behaviour interventions	1,2,3
Contingency fund for acute issues - including uniform allowance for all PP students.	Based on our experiences and those of similar schools to ours, we have identified a need to set funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4

Total budgeted cost: £147,240

Part B: Review of the previous academic year (2024/25)

Outcomes for disadvantaged students

In 2025, the progress score for disadvantaged students in 2025 was positive using SISRA collaborative data. With attainment 8 data being in line with the National average for 2024.

Grade 4 English	56.2%
Grade 4 Ma	46.3%
Grade 4 En and Ma	41.5%
Att 8 Score	32.9

Externally provided programmes

Programme	Provider

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising support from our local HINT team, Mental Health Services including local authority and charity based support. We will also engage in Early Help assessments for those families who need additional support.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in school quality assurance procedures, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students.

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 students.

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 have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for students.