

2025 – 2026 Pupil premium strategy statement – The County High School, Leftwich

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1048
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr R Warburton
Pupil premium lead	Miss J Martland
Governor / Trustee lead	Mrs J Flower

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,375
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	£237,375

Part A: Pupil premium strategy plan

Statement of intent

Improving outcomes for disadvantaged learners remains a key priority at The County High School, Leftwich. Our approach to supporting our disadvantaged learners (*students supported by the Pupil Premium*) is to recognise that these students are not a homogenous group and to take a personalised and targeted approach to support and intervention.

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. Through Context Briefings and Student Huddles, leaders work to support colleagues to dispel misconceptions that exist in relation to disadvantage and to support staff about; how to better meet these learners' needs and support them to overcome barriers which may negatively affect their access to education, learning and personal success.

Our ambitious and well sequenced curriculum is broad and balanced and we only offer robust and valid qualifications that provide rigour and challenge for all students, enabling high quality transition and appropriate preparation for adulthood. This curriculum is ably delivered by excellent teachers who access ongoing support on inclusive teaching practices because we know that this has the greatest impact on closing the disadvantage gap.

We do not accept that early disadvantage will always result in poor educational outcomes or experiences, and we recognise that we have a moral purpose to prevent this, so we provide access to a range of extra-curricular experiences and cultural opportunities through our CAP programme.

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

- 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;
- thorough and consistent tracking of progress and identification of gaps in learning addressed through additional targeted academic support;
- 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 responds to common challenges and individual needs and is informed by research and collaboration with colleagues across the Local Authority. It 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	Progress and Attainment: 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	Attendance: The link between attendance and poor academic outcomes is well-documented; absenteeism is negatively impacting disadvantaged students' progress and continues to be a key focus area for the school.
3	Social and Emotional Wellbeing: Disadvantaged students are increasingly presenting with a range of SEMH needs (including medical diagnoses including anxiety and depression). In addition, observations shows that low-mood and low self-esteem particularly affect disadvantaged students who, as a consequence, can struggle to attend school, engage in learning and/or regulate emotions – all of which impact on progress.
4	Financial Constraints: Financial pressures and limited access to equipment, wider learning and revision resources, and restricted participation in whole-school enrichment opportunities.
5	Aspirations: 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.
6	Reading Comprehension: Assessment on entry demonstrates that disadvantaged learners statistically have lower levels of reading comprehension than their peers, which impacts on their learning and progress and ability to access the curriculum.
7	Parental Engagement: Engagement with key school events (including parents' evenings and information evenings) continues to be a challenge for some families who have perhaps previously had negative experiences with education.
8	Disengagement and Behavioural Needs: Disadvantaged students are demonstrating disengagement and behavioural challenges including difficulties self-regulating; they are over-represented in suspension figures.

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 progress and attainment for disadvantaged pupils	- Gap between disadvantaged and non-disadvantaged pupils narrows
2. Increased attendance and reduced persistent absenteeism among disadvantaged pupils	- Gap between disadvantaged and non-disadvantaged pupils narrows - Persistent absence for PP pupils reduces and is in line with, or better than, national averages
3. Enhanced emotional wellbeing and behaviour regulation	- Reduction in behaviour incidents involving PP pupils - Pupil voice surveys show increased sense of belonging, confidence, and readiness to learn
4. Removal of financial barriers	<ul style="list-style-type: none"> • Increased engagement in lessons/activities • Access to relevant resources • Reduction in behaviour points for no equipment • Greater compliance with school's uniform expectations
5. Build cultural aspirations through improved engagement and participation in wider curriculum and enrichment activities	- Increased PP participation in clubs, trips, and leadership roles
6. Improved reading ages and levels of literacy	- Gap between disadvantaged and non-disadvantaged pupils narrows in all core subjects. - Increased engagement in school's reading programmes across KS3 and KS4
7. Increased parental engagement to support learning at home	- Improved parental attendance at partnership evenings, parent forums and wider events - Parents report improved confidence supporting learning at home (survey results).
8. Disadvantaged pupils demonstrate improved behaviour, resulting in greater engagement with learning	-Behaviour gaps between disadvantaged and non-disadvantaged pupils narrow significantly across key indicators (sanctions, exclusions, attendance, rewards).

	-Fewer disadvantaged pupils receiving suspensions or repeated high level sanctions
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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: £109,193 (46%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vision for disadvantaged students embedded and shared with all stakeholders - 'Achieving Excellence <i>for all.</i> '	<ul style="list-style-type: none"> Rowland, Marc (Ed). (2021) Addressing Educational Disadvantage Stepping up: 15 steps for ensuring disadvantaged pupils thrive (Unity Research School, April 2024) Wrangles, Mark (2024) How do the most successful schools support disadvantaged pupils? 	1,2,3,4,5,6,7,8
Support and funding of continued career professional development (CPD) with a focus on delivery of Quality First Teaching (including use of StepLab)	<ul style="list-style-type: none"> EEF: Effective use of the Pupil Premium Supporting the attainment of disadvantaged pupils (DfE, 2015) Rowland, Marc (Ed). (2021) Addressing Educational Disadvantage Wrangles, Mark (2024) How do the most successful schools support disadvantaged pupils? 	1,2,3,6
Whole school focus on reading	<ul style="list-style-type: none"> Quigley, Alex. (2020) Closing the Reading Gap Laura Kay Reading development Programme EEF: Secondary Literacy Understanding Progress in the 2020/21 Academic Year (DfE, 2021) Wrangles, Mark (2024) How do the most successful schools support disadvantaged pupils? 	1,3,6,8

	<ul style="list-style-type: none"> • Why closing the word gap matters (OUP, 2018) 	
Continued focus on KS4 progress through identification and delivery of targeted interventions	<ul style="list-style-type: none"> • Using Pupil Premium Guidance for School Leaders (DfE,2023) • EEF: Effective use of the Pupil Premium 	1,2,3,5,6.8
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	<ul style="list-style-type: none"> • 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 'Focus 5' and 'Route around the Room'	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Using Pupil Premium Guidance for School Leaders (DfE,2023) 	1,2,3,5,6
Explore the school's new MIS system's role in monitoring and tracking pupil progress and engagement, in order to inform targeted intervention.	<ul style="list-style-type: none"> • EEF: Effective use of the Pupil Premium 	1, 2, 8
Habits of learning Curriculum	<ul style="list-style-type: none"> • Education Recovery in Schools (DfE, 2021) 	1, 2, 3, 5, 8

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

Budgeted cost: £68,839 (29%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexonic Leap: intensive phonics intervention programme across KS3	<ul style="list-style-type: none"> • 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 across KS3 and KS4	<ul style="list-style-type: none"> • EEF: Secondary Literacy • EEF: Effective use of the Pupil Premium • 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? • Why closing the word gap matters (OUP, 2018) 	1,6
SPARX Reader across KS3 and KS4	<ul style="list-style-type: none"> • EEF: Secondary Literacy • EEF: Effective use of the Pupil Premium • 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? • Why closing the word gap matters (OUP, 2018) 	1,6
Music Tuition	<ul style="list-style-type: none"> • EEF: Teaching and Learning Toolkit 	1,4,5

	<ul style="list-style-type: none"> Government Events: Using the Arts to Support Disadvantaged Children (2022) 	
Small group numeracy intervention programme with numeracy specialist (KS3 and KS4)	<ul style="list-style-type: none"> EEF: Effective use of the Pupil Premium Rowland, Marc (Ed). (2021) Addressing Educational Disadvantage Understanding Progress in the 2020/21 Academic Year (DfE, 2021) 	1,3,5
SLT Mentoring Programme 'trusted adult'	<ul style="list-style-type: none"> EEF: Teaching and Learning Toolkit 	1,5,8
Additional Classes in Maths facilitating smaller class size	<ul style="list-style-type: none"> EEF: Teaching and Learning Toolkit Rowland, Marc (Ed). (2021) Addressing Educational Disadvantage 	1,3,5,8
Numeracy Support at KS3	<ul style="list-style-type: none"> EEF: Effective use of the Pupil Premium EEF: Teaching and Learning Toolkit 	1,3,5,8

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

Budgeted cost: £59,343 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced systems and processes (including purchase of Attend) to improve attendance, punctuality and persistent absenteeism	<ul style="list-style-type: none"> Working together to improve school attendance (DfE, 2024) Supporting the attainment of disadvantaged pupils (DfE, 2015) 	1,2,3,7

of disadvantaged learners	<ul style="list-style-type: none"> • The link between absence and attainment at KS2 and KS4 (DfE, 2022) • Teaching and Learning Tool Kit – EEF • Working With Parents to Support Children’s Learning -EEF 	
Implement revised approach to student behaviour systems, focusing on de-escalation techniques to reduce higher-level behaviour incidents and suspensions	<ul style="list-style-type: none"> • EEF: Improving Behaviour in Schools • Donna Davies Ltd. Training 	1,2,3,8
MPLOY Careers Guidance: prioritising disadvantaged learners Additional support for Year 10 PP students to engage and succeed in work experience.	EEF: Effective use of the Pupil Premium	1,2,3,5
Participation in Future Ready Programme – 3 years of work experience for Y8 FSM students to prevent NEET	EEF: Effective use of the Pupil Premium	1,2,3,5,8
Hardship Fund	<ul style="list-style-type: none"> • Stepping up: 15 steps for ensuring disadvantaged pupils thrive (Unity Research School, April 2024) 	4
Football Beyond Borders	<ul style="list-style-type: none"> • 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
Mentors and Minis	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

<p>Improve rates of participation in visits and extra-curricular activities (including Duke of Edinburgh)</p>	<ul style="list-style-type: none"> • EEF: Effective use of the Pupil Premium • Government Events: Using the Arts to Support Disadvantaged Children (2022) • EEF: Teaching and Learning Toolkit 	<p>2,3,5,8</p>
<p>Increase provision and support for learners who demonstrate SEMH needs: School Counselling, ELSA, Art Therapy and Forest School.</p>	<ul style="list-style-type: none"> • EEF: Teaching and Learning Toolkit • Supporting mental health in schools and colleges (DfE, 2018) • EEF: Effective use of the Pupil Premium • Social and Emotional Learning and Behaviour Interventions – EEF • Wrangles, Mark (2024) How do the most successful schools support disadvantaged pupils? 	<p>1,2,3,5,8</p>

Total budgeted costs: £237,375

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 2024 to 2025 academic year.

Attendance

Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to last year. Results are for pupils in years 7 to 11 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

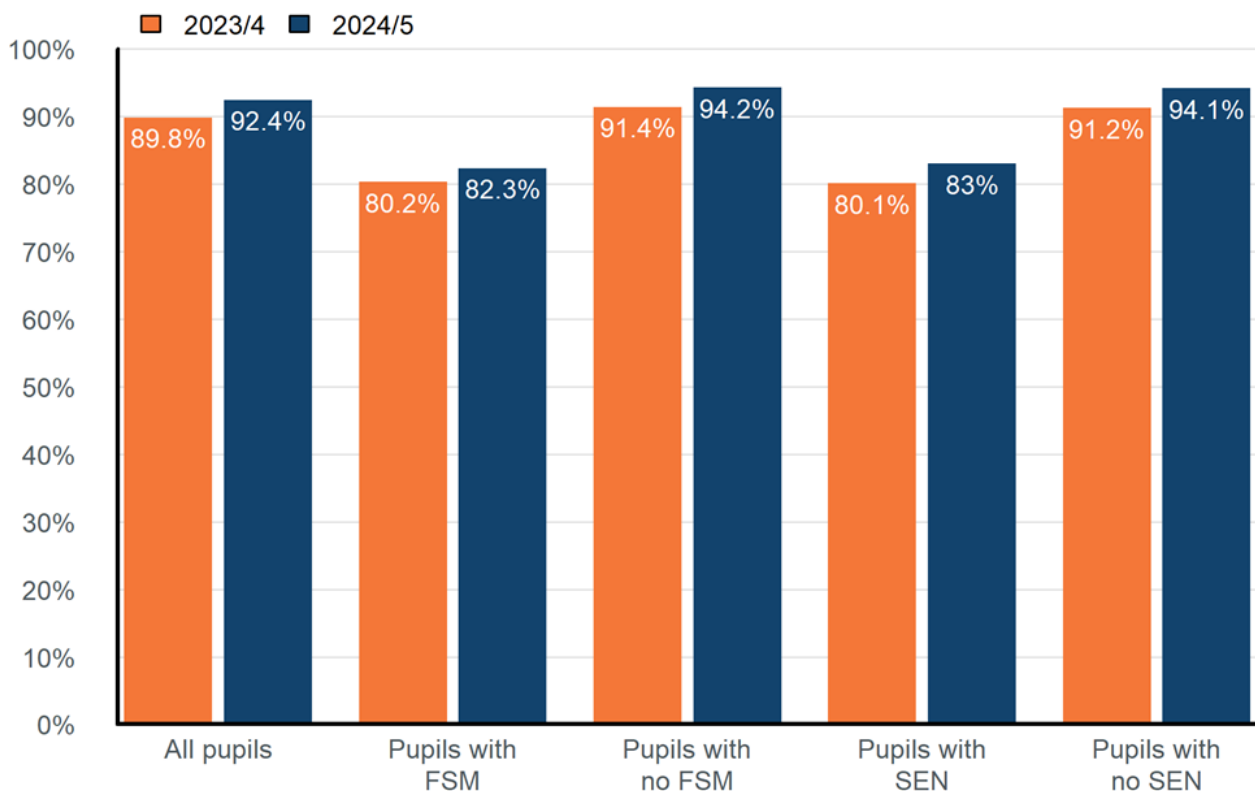


Table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025, compared to the same period last year.

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	89.8%	92.4%
Pupils with free school meals (FSM)	80.2%	82.3%
Pupils with no FSM	91.4%	94.2%
Pupils with special educational needs (SEN) support	80.1%	83%
Pupils with no SEN	91.2%	94.1%

Attendance for all pupil groups increased in the academic year 2024/2025. Notably, students in receipt of PP (including FSM) increased by 2.1%.

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.

Achievement

For PP students whose attendance was 95%+, please see the following data:

	EM 5-9	EM 4-9	Attainment 8
2023/2024	29%	43%	44.43
2024/2025	40%	50%	44.83

It is prudent to note that the overall 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. The data above notes that PP students who had attendance over 95% are making progress and narrowing the gap between them and their non-disadvantaged peers.

