

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Longfield Academy
Number of pupils in school	660
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	A Sweeten Head Teacher
Pupil premium lead	A Sweeten Head Teacher
Governor / Trustee lead	Mrs N Bales

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 264,600
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	£264,600

Part A: Pupil premium strategy plan

Statement of intent

Currently 41% of our cohort are classified as Pupil Premium (PP). 39% currently receive free school meals. Our intention is that all pupils irrespective of their background or any barriers to learning they may face, should make excellent progress and achieve high attainment across the school curriculum.

The aim of our pupil premium strategy is to support every disadvantaged child to secure their future life chances and to support that goal. Our vision ensures that we put our children at the centre of every decision we make, and we are committed to supporting challenges faced by children whatever their vulnerability and regardless of the length of that vulnerability.

Taking all these factors into consideration, it is an imperative that this strategy explores ways to raise aspiration, address any issues of low expectation and ensure the outcomes of all students enable them to compete in the workplace. The activities we have outlined in this statement are, therefore, intended to support all our children, regardless of whether they currently fall into the category of 'pupil premium'.

However, the strategy will be tracked closely to ensure that all disadvantaged students gain from any additional funding available and increase their life chances.

Our key focus is the quality of the education we can provide. Investment is essential in supporting effective implementation to ensure teachers and support staff are supporting their pupil premium students.

Strong outcomes in Maths and English are essential to ensuring the future life chances of all students. Our strategy places a greater emphasis on early identification of common and individual need and timely and specific intervention. Impact will be measured through a variety of diagnostic assessments.

To ensure all our approaches complement each other for maximum impact and effectiveness we will:

- Screen all year groups for literacy and, in time, numeracy difficulties and implement a rigorous support programme at wave 1, 2 and 3.
- Explore additional leadership and teaching capacity to core departments
- Actively promote a whole Academy approach to Quality First Teaching around the evidence-based strategy of ‘brain-based learning’; in which all staff take responsibility for disadvantaged pupils’ outcomes, ensure pace, challenge and continually checking for understanding in every lesson and to raise expectations for all.
- Work positively with external agencies to support specific needs.
- Invest in a pastoral support team that can support and challenge poor attendance; address all barriers to learning and link pastoral support with academic support; and ensure positive attitudes to learning through the consistent implementation of the choices policy.
- Raise aspiration and expectation through a rigorous CEIAG programme including a whole Academy focus on Personal Development

We have used data to inform the effectiveness of previous provision but not relied entirely upon it (as the research guides) to plan revised strategies that can support us to meet our overall objectives. Student voice and other stakeholder views, including external professionals may also be used to evaluate the effectiveness of our strategies.

This is the 3-year plan:

- A. Improve the quality of teaching (QFT) throughout the Academy for all students through the implementation of the 'brain-based learning' strategy - for disadvantaged students to make at least the same rate of progress as their non-disadvantaged peers.
- B. Contribute to the evidence-based Darlington wide project; 'learn to talk and talk to learn'. This will focus on the spoken language element of the Writing Framework and the EEF pillar 6 (structured talk), of improving literacy recommendations to support disadvantaged learning outcomes and confidence.
- C. Ensure that disadvantaged students develop a consistently positive and resilient attitude to learning and access the wider curriculum – this will be reflected in NEET (Not in Education, Employment or Training) figures and involvement in all Personal Development /Enrichment and Careers Education, Information Advice and Guidance activities.
- D. Improve the literacy and numeracy skills of all students. The reading ages of disadvantaged student will improve so that they are at least at age related expectation. Improve mathematical performance for all with a focus on PP for support.
- E. Support issues with non- attendance, poor attitudes to behaviour and exclusion figures for disadvantaged students are in line with those of their non-disadvantaged peers.
- F. The 3-tier model has been adopted, with each strategy falling under one of these categories.
 - High-quality teaching
 - Targeted academic support
 - Wider strategies

Challenges & Intended outcomes

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

Challenge number	Detail of challenge	Intended outcome	Success criteria
1	<p>The Quality of Education was graded as Good in October 2024.</p> <p>The challenge is to ensure that this is reflected in the outcomes of all children but particularly disadvantaged.</p> <p>Internal quality assurance currently indicates inconsistencies in pace and challenge</p> <p>Brain Based Learning is our method for driving this agenda. The challenge is how we continue to train and develop staff in this pedagogy; to monitor and assess the impact of the strategy to support the learning of all our students.</p>	<p>Improve the quality of education for all subjects by developing and improve Quality First Teaching as evidenced in GCSE outcomes.</p> <p>Improve outcomes in all subjects, but particularly Maths and English.</p>	<p>Quality Assurance internal and external will evidence improvements in differentiation and QFT for all.</p> <p>All pupils that are disadvantaged and have educational needs are supported holistically and achieve in line with their target grades - as reflected in assessments and final exams.</p> <p>Classroom practice reflects adequate support for all students, as evidenced through observations, learning walks and assessments.</p>
3.	<p>QFT continues to be a focus for 2025 onwards. In Sept 24, we introduced a 'Brain Based' initiative to wave 1 teaching. This continues to be embedded.</p> <p>Waves 2 and 3 provision continues to develop with a significant increase in the amount of EHCP's (18) now in place.</p>	<p>Ensure additional provision for wave 2 and 3 SEN students is fit for purpose.</p>	<p>Assessments, tracking of progress, student voice and teacher observations of students attending the PLC provision evidence positive attitudes to learning, increased resilience and self-regulation to adverse situations.</p> <p>Student voice and tracking indicates that most students reintegrate into mainstream lessons, and this is successful.</p>

	<p>Out of 266 PP students 75 have a SEND need and many regularly access support from or Personalised Learning Centre.</p> <p>We are continuing to increase and train our support provision to ensure that we continue to meet the needs of these students and enable them to access learning and emotional support.</p>		<p>All academic and soft intervention strategies are tracked and demonstrate impact. Evidence of a change of strategy is clear when impact is not evident.</p>
4.	<p>Attendance rates for pupils eligible for Pupil Premium, although remaining static; this naturally continues to be an area that the school continues to invest in to support the removal of the wider barriers for the attendance of this group of students.</p> <p>23/24 87.70% attendance for PP</p> <p>24/25 86.96% decrease, an impact of the increase in suspensions for PP students</p> <p>23/24 41% of our PP cohort are persistently absent, which is an improvement on 22/23.</p> <p>24/25 47.1%, increase - noticeably more pupils stating mental health as reason for absence in Y9 & Y10.</p> <p>This continues to be an area to improve as absenteeism is a barrier for some of our Pupil Premium students and their chances to maximise their progress at Key Stage 4.</p>	<p>To achieve higher levels of attendance for all but particularly disadvantaged.</p> <p>Support issues with non-attendance and Emotionally Based School Avoidance.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being in line with national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. <p>This is demonstrated through the school being in line or above the national average for school attendance.</p> <p>the percentage of all pupils who are persistently absent being in line with national average and the figure among disadvantaged pupils being no more than 4% lower than their peers.</p>

5.	<p>Less compliant behaviour is a challenge since Covid. 69.1% of students issued with a suspension in 2024/25 were PP students.</p> <p>We are seeing an increased amount of defiance and persistently disruptive behaviour from disadvantaged students, and we are working closely with all agencies to support the students and to limit the impact of their increasing barriers to education.</p>	<p>To Support disadvantaged students make the right choices of behaviour and improve attitudes to learning.</p> <p>Reducing suspensions and exclusions.</p>	<p>Suspension figures reduce year on year, for all students.</p> <p>Other tracking of behaviour choices to indicate an improved attitude to learning for all disadvantaged students.</p>
6.	<p>Personal Development and exposure to new experiences, essential for the raising of aspiration for all our children, is a challenge financially and logistically.</p>	<p>To improve Personal Development and a culture of learning and aspiration is embedded whole school.</p>	<p>Enrichment activities are attended by all PP students at some point throughout the year. The attendance of disadvantaged students at enrichment, trips and visits is also in line with that of their non-disadvantaged peers. All PP students have access to CEIAG information.</p> <p>Destination data demonstrates that pupil Premium pupils maintained in education is higher than national average for Pupil Premium pupils and equal to Non- Pupil Premium pupils.</p> <p>Student voice demonstrates a change of attitude to learning. The school is calm, purposeful, students appreciate why they are here.</p> <p>Curriculum intent documentation has a clear strategy for improving cultural experiences, raising aspiration and CEIAG opportunities.</p>

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7.	<p>The COVID years are still impacting on gaps in skills and knowledge. Pupils still require a need to catchup / improve their literacy skills. This is all students but particularly disadvantaged pupils at KS3. Numeracy skills also require development whole academy to improve maths outcomes.</p>	<p>To Improve literacy and confidence through the spoken word and improve numeracy skills of all students but particularly disadvantaged pupils at KS3.</p>	<p>Reading comprehension tests, phonics support and Lucid screening demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Dyscalculia screening, regular assessments and student voice demonstrate improved numeracy skills among disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Student voice will evidence an increased in reading for enjoyment reading will be high profile in all lessons as evidenced through learning walks.</p>
8.	<p>More pupils than ever, face significant challenges in their lives and have social, emotional, and mental health needs that prevent them from accessing the curriculum as they struggle with their resilience, confidence, and motivation.</p>	<p>Improve the support on offer for all but particularly disadvantaged students to improve mental health and wellbeing.</p>	<p>Counselling is offered to all students, subject to need and impact of support is evidenced. Student voice continues to reflect a whole school attitude towards supporting positive mental attitudes and resilience.</p>

Activity in this academic year (25/26)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £208,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To Improve the Quality of Teaching</p> <p><i>Trust has introduced StepLab to improve the quality of CPD. 2025 CPD onwards will focus on rehearsal techniques and instructional coaching to fully embed all existing teaching routines, standards and expectations. (£2145)</i></p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	1,2,3
<p><i>High Quality CPD with Brain Based Learning external provider, including, professional development, coaching and partnership with good/outstanding schools (£10,000)</i></p> <p><i>Triangulated approach to quality assurance through lesson observations, book looks, student and staff voice to inform CPD objectives throughout the year.</i></p>	<p>To ensure consistency across all subjects and support the monitoring of CPD foci. CPD plan to be adapted to address inconsistencies or misconceptions. Brain-based learning refers to teaching methods grounded in neuroscience — how the brain naturally learns best. Metacognition and self-regulation Teaching and Learning Toolkit EEF</p> <p>Continue to work with external agencies to support quality assurance of implementations.</p>	1,2,3
<p><i>Improving literacy in all subject areas in line with recommendations in the EEF and Improving Literacy in</i></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p>	1,2,3,5, 7

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<p><i>Secondary Schools guidance. Structured talk and spoken language is to be developed whole school starting Jan 2026 onwards.</i></p> <p><i>Day release to support colleagues visit primary schools and ensure successful academic transition between key stages.</i></p> <p><i>Day release to attend the Darlington Led talking project.</i></p>	<p>Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>https://www.gov.uk/government/publications/the-writing-framework/writing-framework-summary</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1761985128</p> <p>Oral language interventions can impact 6+ months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p><i>TAs to support delivery of QFT in classroom and subsequent training to ensure value for money.</i></p>	<p>Teaching Assistant Interventions offer moderate impact to moderate cost. (EEF 2020)</p> <p>The effectiveness of each TA increases the impact of their support. All TAs should be educationalists first and foremost, focussing on encouraging resilience and developing independence in learners.</p>	1,3
<p><i>Literacy focussed syllabus on Key Stage 3 and 4.</i></p> <p><i>Reading classes allocated to targeted KS3 pupils to develop skills further delivered by literacy intervention lead.</i></p> <p><i>Lexia & Fresh start package for targeted pupils.</i></p> <p><i>Reading – whole school priority with Inset provided to all staff. Literacy leadership role developed to deliver and track reading initiatives. (£40,352)</i></p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p><u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><u>word-gap.pdf (oup.com.cn)</u></p>	1,2,3,7

<i>SEND support officer employed to support access arrangements for all pupils in all curriculum areas. (£48,927)</i>	Meeting individual needs – NFER How are more effective schools supporting disadvantaged pupils to succeed?	1,2,3,7
<i>Purchase of FFT (£2,962) & SMID that support the tracking of Pupil premium pupils. (£2,498) Training will be provided for staff to ensure systems are interpreted correctly and data analysis is used to support progress.</i>	Tracking gaps in knowledge 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2
<i>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</i> <i>2 members of the maths department have joined the math Hub to develop mastery and fluency.</i> <i>Cost of days to release and train.</i> <i>Numeracy coordinator (TLR) developing numeracy wide strategies between maths, science and geography initially.</i>	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: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models. <u>Improving Mathematics in Key Stages 2 and 3</u> <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</u>	1,2,3,7
<i>Ongoing training of SENCO to ensure effective delivery of EHC plans and PEP reviews.</i> <i>Trust to continue to invest in additional capacity to the SEND team by redeploying a leader to focus on wave 2 & 3 provisions and GCSE access arrangements (£96,000)</i>	Evidence from EEF suggest inclusive high-quality teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including Pupil Premium pupils.	1,2,3
<i>All staff to ensure that the 'lost' learning gap is closed through consolidating prior learning (retrieval) and having high expectations with respect to the quality and return rate of Independent Learning Tasks.</i>	Evidence from EEF suggest inclusive high-quality teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including Pupil Premium pupils.	1,2

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

Budgeted cost: £144,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Lexia is our targeted reading programme that supports students in Years 7 to 9. This programme is also used to support waves 2 and 3 provision. £9,195</i></p>	<p>Reading comprehension strategies EEF 2020 Very high impact for very low cost based on extensive evidence Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.</p>	7
<p><i>Purchase of standardised GL diagnostic assessments. Lucid, Lucid Exact, Lexia. Dyscalculia screening IDL, (£5,580)</i></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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation</p>	1,3
<p><i>Library Provision – Encouraging reading for pleasure is important for both personal and academic development.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading for pleasure interventions are designed to promote children's enjoyment of books and encourage them to see reading as a pastime rather than a chore. Reading for pleasure is driven through the English curriculum and independent learning tasks.</p>	1,2,3,7
<p><i>Small team of TA / support staff trained in Fresh Start phonics delivery</i></p>	<p>Fluent decoding – the process of translating print into speech by rapidly matching a letter or combination of letters to its sound and recognising the patterns that make syllables and words – is the foundation on which literacy is built. There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention.</p>	

<p><i>Develop use and monitoring of Alternative Provision as a pathway to reengage, reintegrate or avoid permanent exclusion.</i> £130,000</p>	<p>7% of students permanently excluded in 2016 achieved good passes in English and Maths (Timpson Review of School Exclusion 2020). Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:</p> <ul style="list-style-type: none"> • good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications. • that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment. • improved pupil motivation and self-confidence, attendance and engagement with education; and • clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment. 	<p>5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £176,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Rigorous behaviour policy to improve standards and reduce low level disruption. Training and development of staff to deal positively with Adverse Childhood Experiences.</i></p> <p><i>Leader completing the Care Leaders Level 7 course to support emotional coaching and a trauma led approach.</i></p>	<p>Behaviour interventions can have moderate impact for low cost (EEF 2020) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>“The brain learns best when teaching aligns with how it naturally processes, stores, and retrieves information — emotionally, socially, and experientially.”</p> <p>— Adapted from Caine & Caine (2006) and Zull (2002)</p>	<p>1,2,5</p>

<p><i>Attendance officer to monitor and work on improving attendance of all pupils and persistent absentees. £37,504 To embed the school attendance policy consistently whilst looking to follow the principles of good practice set out in DfE's Working together to Improve Attendance advice.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>4</p>
<p><i>The Personalised Learning Centre provision to support students across the following areas – SEMH, barriers to learning, severe persistent absence, catch up</i></p> <p><i>Regulation room development, zones of regulation. (£7,605)</i></p>	<p>Small Group Tuition - Moderate impact for low cost based on moderate evidence EEF 2020</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3,4,5</p>
<p><i>Non-teaching Behaviour & Welfare Lead and non-teaching DSL to add capacity to support all children's welfare and support issues that may be barriers to academic progress. (£84,200)</i></p>	<p>Social and emotional learning has a moderate impact for very low cost (EEF 2020)</p>	<p>8</p>
<p><i>Free School Meals SLA</i></p> <p><i>Free porridge is provided every break time to all students.</i></p> <p><i>Split lunches to enable all children to sit and socialise for the entire lunch period if they wish.</i></p> <p><i>Student voice will be used to support the healthy school's agenda and encourage students to use their FSM allocation wisely.</i></p>	<p>When children sit down to eat with friends and teachers in a civilised environment, it cements relationships, helps them to develop social skills and reinforces positive behaviour throughout the day. Lunch is an integral part of the Academy Day and should be one of the most enjoyable. We want children to leave school with an appreciation of good food, and the skills they need to feed themselves affordably and well.</p>	<p>8</p>

<p><i>Year Managers and wider Support Team - to create and maintain a supportive environment that encourages and stimulates learning. The emphasis on pastoral care is to remove barriers to learning to increase attainment.</i></p>	<p>Social and emotional learning has a moderate impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Behaviour interventions can have moderate impact for low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Metacognition and self- regulation has high impact for a low cost.</p>	<p>4,5,8</p>
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<p><i>Provision of counselling services and external providers increased £46,846</i></p>	<p>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)</p>	<p>5, 8</p>
<p><i>Bespoke careers provision programme provided to Pupil premium pupils which extends into KS5.</i></p> <p><i>Opportunities to inspire most able Pupil Premium pupils through visits</i></p>	<p>Meeting individual needs – NFER How are more effective schools supporting Disadvantaged pupils to succeed</p>	<p>1,3,6</p>
<p><i>Providing of the following essentials to students at either a reduced cost or free. Our most vulnerable will have these needs met and therefore not be at a disadvantage.</i></p> <ul style="list-style-type: none"> - Uniform - Planners 	<p>Remove barrier to learning of uniform issues on attendance to school. DfE's Improving School Attendance suggests:</p> <p>'Model respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should take into</p>	<p>1,8</p>

<ul style="list-style-type: none"> - Revision booklets - Stationary - Celebratory Lunch free for all 	consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively'	
<i>Contingency fund for acute issues</i>	Based on our experience and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	8

Total budgeted cost: £ 529,814 (significantly more than the £203k allocation)

Part B: Review of outcomes in the previous academic year (2024/25)
Pupil Premium strategy outcomes

For 2025 progress data was not available. Attainment data for English and maths was lower for disadvantaged pupils than non- disadvantaged pupils

Analysis of the data for the 36 revealed the following:

22 of the 36 were boys. Boys perform weaker than girls across all subjects.

11 of the 36 also had SEN needs which impacted on attainment but may not have impacted on progress.

8 of the 36 were all three that had a significant impact on their emotional wellbeing and academic ability.

20 children had significant barriers to learning ranging from attendance issues, anxiety, mental health concerns and issues with compliance and persistent breaches of our choices policy. The school provided extensive intervention packages for each of the students to support them during their time at Longfield and leading up to their examinations.

- All students, regardless of PP status, were offered additional intervention in all subject areas regularly after school and during half term holidays to support them in filling the gaps in knowledge.

High attaining pupils on entry have been a focus, but we are aware that we need to monitor these pupils more closely, identify need quickly and intervene extensively.

30% of pupil premium pupils achieved grade 4 or above in English and maths.

The progress and attainment of the school's disadvantaged pupils continues to be an area for development as we continue to utilise all intervention and support available to the students. To work extensively with parents and families to remove as many barriers to their education success as possible, thus increasing their life chances.

Attendance dipped slightly this academic year from 91.2 to 90.6 at the end of 2025. Attendance for PP was 86.12% another drop from last year. This was despite a raft of intervention strategies and work on EBSA.

We recognise that there is more work to be done to improve attendance for all pupils including those who are PP and to support this the Attendance has a weekly focus as SLT.

Destination figures for 2025:

Out of 150 children we have no NEET figures. We have one unknown destination despite numerous follow ups to the home, but this child is not a disadvantaged child.

All pupil premium and SEN children have successfully found education, training or employment.

All Y11 pupil premium pupils had a careers discussion although one refused any further support after the initial discussion.

All pupil premium pupils in Y9 and Y10 had a careers interview slot allocated.

The number of suspensions issued to Pupil Premium students has increased 23/24:

All children who were excluded last year were disadvantaged. Despite an extensive amount of social, emotional and academic support, these children chose to ignore the support and all parents appreciated the extensive support we had offered. However, there was a 70% reduction in exclusions across the year. 5 disadvantaged were excluded this year in comparison to 15 disadvantaged children last year.

11/13 children on Alternative Education are disadvantaged. Alternative Education was used to avoid permanent exclusion and support emotional based school avoidance.

- We are seeing an increased amount of defiance and persistently disruptive behaviour from disadvantaged students, and we are working closely with all agencies to support the students and to limit the impact of their increasing barriers to education.
- We have worked closely with the Local Authority to prevent suspensions and permanent exclusions, particularly with our Looked After Children. Unfortunately, the local authority has limited alternative provision to support those children effectively and too often we are left with no alternative than to exclude.

We provided an extensive amount of intervention for our disadvantaged pupils, but we recognise that more work is to be done. Suspensions globally have reduced significantly over the academic year. We have continued to increase our budget for alternative education this year and will explore how we can better support our students to remove all barriers to their learning.

63 children accessed emotional support. 60 of these were pupil premium students.

Internal and external quality assurance has evidenced that QFT is improving across the academy and the introduction of Brain Based Learning from September 2024 will continue to embed the wave 1 approach of quality first teaching. Training on this area has demonstrated impact on attitudes to learning and progress.

The impact of the literacy reading intervention wave 1, 2 and 3 on the pupil premium students has significantly improved over the academic year: Disadvantaged children saw a rise in children moving into wave 1 from waves 2 and 3 and a decrease moving in at wave 3.

Extracurricular activities that complement and enhances the departmental curriculum continues to be strength with more than 70% of the PP cohort attending the provision outside of the timetable offer.

This allows students to develop their cultural capital with a wide range of experiences on offer for them.

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
Lexia	GL Education
Fresh Start	Ruth Miskin
WRAT5	Pearson
WIAT3 – reading speed & comprehension	Pearson
DASH - handwriting	Pearson
FFT	FFT
SISRA analytics	Juniper
Literacy online	Edukey
Lucid and Lucid Exact	GL Education
Numecon	TTS Group
Sparks Maths	Sparks
IDL	IDLS Group
Start - Careers	Tees Valley Careers hub
Inspire/ Listening Post	Darlington Areas Youth Church Ministries
Counselling	Mind
SMID	PRODEO LTD

Service pupil premium funding (optional)

We have ten service pupils in the academy in 2025/26.

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils 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 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 pupils.