

Pupil premium strategy statement – Carr Hill High School, Preston.

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	805
Proportion (%) of pupil premium eligible pupils	29.37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	B. Layzell
Pupil premium lead	M. Aspden
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,910.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£233,910.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across the curriculum.

Carr Hill serves a wide community with nearly a third of our pupils identified as PP. Our school is also a hub for ensuring that disadvantaged families have enough food, and that safeguarding, mental health and wellbeing support is in place for pupils impacted.

The focus of our pupil premium strategy remains to support disadvantaged pupils to achieve their goal, including strong progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils and seek to prevent these being a barrier to academic and personal success. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Evidence also indicates that pupils experiencing socio-economic barriers will ultimately be able to thrive in the backdrop of calm and ordered environments, with clear and predictable routines, precise support and instruction around literacy as well as high quality subject content.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support such as their literacy skills. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved further alongside progress for their disadvantaged peers. Alongside this is ensuring that disadvantaged to progress onto ambitious post-16 pathways with the skills required to continue a sustained trajectory of success, happiness, and economic wellbeing beyond their time with us. We are seeking to ensure that pupils are all engaging with education and can see how it will benefit them in the world beyond school.

Students at Carr Hill High School come from an area of above average deprivation in terms of location and proportionally an average number of students are classed as disadvantaged. A section of Pupil Premium students, 26.8%, are also SEND, compared to 16.65% within the whole school (Source: IDSR 2025) and 5.2% are EAL compared to 6.1% within school.

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 pupils excel. Furthermore, early identification of barriers to learning for our new cohort of pupils will run alongside our current cohort of pupils through the transition programme to ensure that pupils starting and returning in September 2025 are fully supported on their start to high school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy - Some pupils from more disadvantaged backgrounds arrive in our setting with below average attainment in reading (School average SAS is 105, PP is 100.90 PP students have an above 100 SAS score, 57 pupils between 99-87. 3 out of 6 PP place on an 8-week intervention Sep-Oct made significant progress (when retested with GL assessment).</p> <p>29 pupils have a score of 79 or below. This can also indicate gaps in background knowledge, including vocabulary, which may impact on their progress in other subject areas.</p>
2	<p>Attendance, Behaviour and Relationships - Some pupils who are experiencing socio-economic disadvantage have lower attendance than their peers, which then impacts on both their academic performance, their involvement in wider school life and sense of belonging. PP attendance, at the time of writing this report, stands at 87.4% which is 1% under the National Average. However, whilst 4 of our year groups have better than National Average attendance for PP, one year group PP attendance is 80.1% which is a gap we are working to reduce and bring in line with the other year groups.</p>
3	<p>Aspiration, beyond the classroom learning and cultural capital - Many pupils from more disadvantaged backgrounds have financial barriers to accessing events/places beyond the boundary of the local area. This can include transport links home at the end of the school day.</p> <p>We have offered 53 extra activities since September 2024, including: Art, dance, drama, Rubix cubes, forensic science, chill and chat, the sea shanty crew, CCF, coding club, New York Trip, Madrid trip, Polymaths, Pride club and numerous sports clubs including This Girl Can</p> <p>In September 2025-Nov 2025, 18 clubs have been offered. 30% of PP attended, whereas 44% non-PP attended. Chill and Chat, and Maths club are the most popular with PP. They both run during the school day.</p>
4	<p>Safeguarding, mental health and well-being - Some pupils who are PP in our setting have social, emotional and mental health needs, above that of their peers. 35 PP students since September 2025 have access a form of pastoral support. Our half termly ECM meetings bring the team around the child together to ensure that support is timely, appropriate and accurately tracked.</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
<p>Priority 1 Strong support structures for the weakest students by organising reading interventions and monitoring.</p> <p>Increase in reading competence and comprehension such that gaps between disadvantaged and non-disadvantaged students narrow across KS3 and KS4.</p> <p>GL reading assessments completed in first three weeks of Y7-Y10 to identify pupils requiring immediate reading</p>	<ul style="list-style-type: none"> WAVE 3 literacy support for weakest readers (PP and SEND) to show rapid improvement throughout the year. Evidence of this improvement will be evident from improved reading data and better outcome during curriculum summative assessments The number of disadvantaged students receiving intervention is monitored each half term to assess impact of intervention resulting in the number of

<p>intervention reducing the number of PP students below expected reading standard. After this screening they will have further diagnostics to ensure there is a tailored approach to reading interventions</p> <p>Curriculum thinking documents outline 'misconceptions/gaps' students may have to allow teachers to prepare ahead of delivery. Documents also highlight vocabulary which is key for the lesson and formative assessment strategies for delivery.</p> <p>The universal reading offer for all students also sees positive engagement from PP pupils, challenging and stretching those who are above average SAS score (what is our average SAS score?)</p>	<p>pupils receiving targeted intervention to be reduced because of effective support structures.</p> <ul style="list-style-type: none"> • Percentage of pupils achieving age expected standard in GL assessments increases. • Ambitions for ALL pupils to have a reading age matching their chronological age. • QA from learning walks and work scrutiny shows that CTDs are supporting progress with knowledge gaps reducing. • Pupil voice (Done in Nov 2025) which will be followed up later in 2026.
<p>Priority 2</p> <p>Reduce the attendance gap between Disadvantaged and their non disadvantaged peers to support the progress and learning of our pupils.</p> <p>Decrease in the proportion of disadvantaged students with PA in year 8, with a continued focus to maintain above National Average attendance for PP across the school.</p> <p>Early identification of barriers to learning for pupils on entry at KS2, focusing on low attending students and at other transition points (example into Key Stage 4)</p> <p>New monitoring system tracks whole school academic and pastoral interventions to inform ECM meetings</p>	<ul style="list-style-type: none"> • The attendance team tracks and monitors the attendance of all disadvantaged pupils. Sustained high attendance such that by July 2026 the average attendance for PP is no less than National Average and the gap is closed to Non-PP. • The school's attendance strategy is followed for those pupils not meeting attendance targets and internal or external intervention is implemented where required. • Strategy reviewed and support given to the Year Group X team to aid them working with PP students who are PA. • Implement a successful series of meetings with Primary school links where attendance and potential barriers are discussed so we can link up with families ahead of September and implement other intervention as required. Summer school to support transition for all pupils
<p>Priority 3</p> <p>Increasing numbers accessing all enrichment activities including weekly clubs and trips (through rewards trips in Dec and July) We welcome outside speakers (author Phillip Earl)</p> <p>Pupils receive a wide, rich set of experiences from beyond the classroom learning to develop their cultural capital through enrichment opportunities. (School trip to Madrid October 2025)</p> <p>Increased routes into post 16 and a decline in NEETS for all disadvantaged students. Leaver's data indicates 4/50 PP were NEET, with no PP applying for apprenticeships and 1 going straight into work.</p> <p>Increase of workplace engagement for PP.</p>	<ul style="list-style-type: none"> • Pupil voice indicates that pupils are engaged in extracurricular activities and feel that there is something on offer for them Improve access to widen their cultural experiences and/ or aspirations • Pupils who are PP are provided with CEIAG and their needs are identified to ensure effective transition to post 16 education. • Through strong curriculum design all pupils will have experience and event/trip to develop their cultural capital • Y11 prefects have an equal opportunity to represent our school as prefects and that this continues to grow.
<p>Priority 4</p> <p>Correct signposting for students with emerging pastoral issues and promote an understanding of the link between ACEs and trauma.</p> <p>Parental engagement (at parents' evenings, during transition, throughout the year 9 options process and to Shine coffee mornings) and education such that they can better support their children.</p> <p>New monitoring system tracks whole school academic and pastoral interventions to inform ECM meetings</p>	<ul style="list-style-type: none"> • Pupils and parents have a range of proactive materials to enable early targeting and self-help. • Pupils to have a greater awareness and wider understanding of the offers/support school can offer. • Interventions are in place for those who demonstrate a need in this area and reviews shows improvement in the ability for those who access to learn successfully within school. • Those in receipt of interventions show increasing ability to regulate. • Information received from interventions records impact from the sessions. These can include Shine

	and our Aspire programme. The Aspire programme provides short-term, tailored 1:1 withdrawal to remove barriers to learning and support students' successful reintegration into lessons. It offers subject-specific intervention, Boxall-linked developmental support, and structured reintegration for students returning from long-term absence or experiencing school-based anxiety or mental health needs. From Sept 2025 to Nov 2025, we have 10 students on the programme, 2 of which are PP.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 31,249.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Walkthru subscription which supports our weekly staff CPD and weekly team coaching sessions</i>	<p>This CPD programme provides clarity with the 5 steps, which helps with consistency or expectations and the approach. The programme is rooted in the work of Lemov, Willingham and many others. Our focus this year is formative assessment and acting upon pupils understanding and how to close the gaps which may be there.</p> <p>Embedding formative assessment. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_searchh&search_term Walkthrus - https://walkthrus.co.uk/</p>	1, 2
<i>Steplab subscription which supports our QA of T&L</i>	<p>Steplab allows leaders to capture, on a granular level, the specific actions of the teacher and how this impacts upon the pupil's progress. This, alongside data capture points, give us evidence of pupil progress.</p> <p>Embedding formative assessment. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment Steplab – www.steplab.co.uk</p>	1, 2

<p><i>Universal reading offer</i></p> <p>Purchase of NGRT tests for year 7-10</p>	<p>4 mornings a week, every student in year 7-10 is read to by their form tutor. A reciprocal reading approach is used to support the development of vocabulary and background knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £161,475.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of YARC assessment of reading for comprehension – staff receive training to deliver YARC and then provide bespoke interventions.	<p>These diagnostic tests can be used to effectively identify support that individual pupils need so interventions can be targeted appropriately.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/using-pupil-premium/diagnose-your-pupils-needs</p>	1, 2
Training for staff to deliver reading interventions	<p>Direct intervention for reading (phonics, fluency and developing understanding)</p> <p>One to one tuition EEF</p>	1
<i>Small group interventions with staff to support progress</i>	<p>Small group targeted interventions can be used to improve attainment for low attaining pupils or those falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1

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

Budgeted cost: £ 41,186.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for pupils to be able to access activities/ trips	<ul style="list-style-type: none"> Attendance figures are recorded on Synergy registers. Reduction in cost of all trips for PP 	3

	https://www.governmentevents.co.uk/wp-content/uploads/2021/02/Steve-moffitt.pdf	
Aspire programme – staff training and purchase of resources	<p>The Aspire programme provides short-term, tailored 1:1 withdrawal to remove barriers to learning and support students' successful reintegration into lessons. It offers subject-specific intervention, Boxall-linked developmental support, and structured reintegration for students returning from long-term absence or experiencing school-based anxiety or mental health needs. Impact will be measured through the reduction of pastoral support and increased engagement within the classroom.</p> <p>https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf</p>	3, 4
Pastoral, Attendance Officer with a focus on attendance and well-being to remove the barriers to the classroom and attending school.	<p>We know that tackling persistent absence has risen to the top of many schools' agendas. And, with pupils eligible for PP funding more likely to be persistently absent from school, there is a clear role for everyone in school to priorities attendance as the links between attendance and outcomes are intrinsically linked.</p> <p>Promoting an understanding of the link between ACEs and trauma within schools and provide better access to therapeutic support and more specialist targeted support for those where this link exists.</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p>	3
Professional Therapies and welfare support	<p>Wider professional support can support young people who have suffered any form of trauma and require support to enable them to attend and achieve in school.</p> <p>Together, every child and young person can flourish - AllChild Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</p> <p>Social and emotional learning EEF</p>	
To continue to implement school routines and embed the expectations and consistency of the school behaviour policy via CPD	<ul style="list-style-type: none"> • AHT in charge of behaviour and wellbeing to provide weekly update in SLT meeting, bringing data analysis, interventions in place and next steps for key pupils. • PP requiring intervention following absence, exclusion or illness are supported through XXXXX • Behaviour for Learning Training for all staff focussed on how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of PP students. <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	
Breakfast club	<p>Increasing rises in the cost of living has resulted in the schools DS figures increases and an increase in the number of pupils who do not have access to breakfast at home.</p> <p>Local-indicators-of-child-poverty-after-housing-costs_2024_Main-Report.pdf</p> <p>Cost of living latest insights - Office for National Statistics</p>	

Total budgeted cost: £ 233,910.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Priority 1: To ensure consistent quality first teaching and learning for all Pupil Premium (PP) students.	Teaching and learning – TLC groups meet weekly to deliver the Walkthrus programme. All curriculum areas have been re-written and curriculum documentation maps out the key knowledge expected in each area. This work is on-going as the TLC groups continue to focus on best practise and departments begin delivering and embedding the new curriculums.
Priority 2 Implement a support structure for the highest percentage of Disadvantaged Pupils (DP) students and enhance the accountability for those staff in charge of DP, literacy, SEND and pastoral interventions.	Significant progress was made in delivering reading interventions through the introduction of YARC testing and regular mentor time reading groups. However, this data is not yet robust enough. Y11 prefects has a good level of PP representation. 55 students are in the team in total, 10 PP are prefects so 18.2% make up the full team. 3 out of the 18 Senior prefects are PP so 16.7%, however, 3/10 have been appointed a deputy/head prefect role so of the PP students that are prefects, 30
Priority 3 All DP pupils meet their age expected standard for reading and/or exponentially reduce the gap to chronological reading age.	YARC testing has been used to identify the specific need following NGRT tests. Some progress has been made in delivering interventions and improving progress however the data was insufficiently robust to draw firm conclusions.
Priority 4 To reduce the gap between DP and Non DP students who can apply English and Mathematics sufficiently well for their age.	Pupils achieving a 4+ in English + Maths: Disadvantaged – 50%, all pupils – 64.6%. 14.6% gap. Gaps are still present for PP in English and Maths however this is a significant narrowing of the gap from 2023-24 – 29% gap between PP and non-PP pupils.
Priority 5 To reduce the gap between PP and Non - PP students for attendance.	PP attendance last year was 85.60% Persistent absence – 47.15 PP; 55.93% non-PP

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
<p>Our community also includes pupils who arrive in the country and currently reside on the local army barracks.</p> <p>Operation Lazurite, the resettlement of Afghan troops that have provided the British army with support in Afghanistan – ending in December 2025. They will all be resettled across the UK at this point. We support them in attending welfare meetings as it is not just the immediate family but the extended family who were offered asylum. All students from Operation Lazurite come to the breakfast club. They get the 600 bus which goes to Weeton village, Greenhalgh and the camp. We have supported our EAL teacher and one-on-one or small group reading intervention. Many of these young people not only face the challenge of integrating into a new country, many of them arrive illiterate in their native language (Uzbek, Persian, Farsi are common). Their journey with us is quite transient, being supported by us from 4-16 weeks on average, before being rehomed throughout the UK.</p> <p>Weeton barracks are planning to expand to house 5000 British troops and families in the next 2 years. One Lancs battalion are based here, and the main regiment is the Duke of Lancaster, who are off to Estonia in January 2026. Families remain on the camp, but serving personnel will go and serve, leaving single parent families. Fulwood barracks sometimes house troops on Weeton Camp. Spending supported wellbeing and pastoral initiatives.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Basic literacy skills improved such as letter recognition and learning basic vocabulary in English.</p> <p>Support network for families impacted by operational duties.</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.