

# The Heights Burnley - Pupil premium strategy statement

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	78
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers	2025-2028 (Year 1)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs. N. Lewis
Pupil premium lead	Mr. D. Fisher
Governor / Trustee lead	To Be Appointed

## Funding overview

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

# Part A: Pupil premium strategy plan

## Statement of intent

The Heights, Burnley is an alternative provision setting which caters for KS2-4. Pupils are predominantly of white British heritage with a minority of pupils of Asian heritage. Pupils either live locally or travel from predominantly deprived areas of Burnley such as Stonyholme and central areas of the town.

The school serves some of the most deprived neighbourhoods nationally on the Index of Multiple Deprivation (IMD) 2024. We also support pupils from neighbouring boroughs including Pendle, Hyndburn, also areas with multiple deprivation factors. Burnley ranks as 11th on the most deprived areas within England.

Our overarching aim is to ensure that all disadvantaged pupils at The Heights Burnley, irrespective of their starting points or barriers, achieve outcomes that are at least in line with those of their non-disadvantaged peers. Specifically, we aim to:

- **Secure high levels of attainment and progress** across all subjects, with a particular focus on early reading, writing, and mathematics.
- **Ensure equitable access to a rich, ambitious curriculum** that broadens learning experiences and nurtures cultural capital.
- **Develop confident, resilient, and independent learners** who are fully prepared for their next phase of education.
- **Remove or reduce the impact of socio-economic disadvantage**, ensuring that no pupil's potential is limited by external factors such as limited access to resources, attendance challenges, or reduced opportunities for enrichment.
- **Promote positive wellbeing**, strong attendance, and excellent attitudes to learning so disadvantaged pupils can thrive both academically and personally.

Our strategy plan is evidence-informed, drawing on national research and our school's internal analysis of need. It focuses on three core strands—**Quality of Teaching**, **Targeted Academic Support**, and **Wider Strategies**—that together address the most significant barriers faced by disadvantaged pupils.

### Quality of Teaching

- Investment in high-quality professional development ensures teaching is consistently strong and adaptive to pupils' needs.

### Targeted Academic Support

- Structured interventions, led by trained staff, address gaps in phonics, reading fluency, comprehension, and mathematics.
- Small-group and one-to-one tuition is used strategically to accelerate progress for pupils at risk of falling behind.

### Wider Strategies

- Attendance support, including early help and pastoral mentoring, strengthens pupil engagement and minimises learning loss.
- Enhanced access to enrichment activities, clubs, trips, and resources expands pupils' cultural and social experiences.
- Wellbeing programmes support resilience, self-regulation, and positive mental health, allowing pupils to engage fully in learning.

- Through this blend of universal and targeted approaches, the plan directly addresses academic, pastoral, and socio-economic barriers, ensuring disadvantaged pupils can meet our ambitious goals.

### **Key Principles of Our Strategy Plan**

- **Evidence-led decision-making:** All actions are based on research—such as EEF guidance—and effectiveness is regularly reviewed.
- **Long-term strategic approach:** The plan is built as a multi-year strategy, with sustainable improvements in teaching and systems at its core.
- **High Ambition for All:** We maintain the same high expectations for disadvantaged pupils as for all pupils, ensuring no ceiling is placed on achievement.
- **Early identification and prevention:** Barriers to learning are identified quickly through assessment, monitoring, and pupil voice, allowing timely intervention.
- **Consistency in high-quality teaching:** Excellent teaching is the best lever for improving disadvantaged outcomes and is prioritised throughout the plan.
- **Whole-child and whole-school approach:** Academic needs, wellbeing, attendance, and access to opportunity are treated as interlinked, not separate.
- **Inclusive practice:** We place equity at the centre of provision, ensuring that strategies enable full participation in all aspects of school life.
- **Regular evaluation and adaptation:** Impact is measured termly, with strategies refined as needed to ensure they remain effective and responsive to pupils' needs.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1 Academic	Many PP pupils present with low prior attainment and significant gaps in learning, particularly in reading, which limit their ability to access the curriculum. These academic gaps are further compounded by adverse childhood experiences and complex social circumstances, additional barriers to engagement, consistency, and progress leading to a referral to THB.
2 Inclusion	At The Heights Burnley a significant proportion of our disadvantaged pupils face multiple and compounding barriers to learning, with 93% of PP students also on the SEND register and 9% identified as CLA.  These overlapping vulnerabilities, combined with low parental engagement and the impact of adverse experiences leading to a referral, create substantial challenges around consistency, readiness to learn, and sustained academic and pastoral progress.
3 Attendance	The Heights Burnley has significantly higher rates of absence among disadvantaged pupils, with attendance currently 2.7% lower than their peers. This gap reflects deep-rooted barriers linked to poverty, instability, and reduced engagement, which hinder pupils' ability to attend school consistently and benefit fully from learning. Addressing these attendance disparities is essential to improving outcomes and ensuring equity for all learners.
4	Many referred pupils have had limited access to enrichment opportunities and cultural capital, which significantly restricts their aspirations, confidence, and exposure to positive role models beyond school. A significant proportion of pupils come from

Personal Development	recognised areas of high deprivation where low expectations and limited life experiences are generational, resulting in reduced self-belief and fewer opportunities to broaden horizons or develop ambition. As a result, these pupils require targeted support to raise aspirations, build cultural capital, and enhance their sense of possibility.
5 Behaviour	In 2024–25, disadvantaged pupils accounted for 50% of all suspensions.

## 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><b><u>Priority 1</u></b></p> <p>Pupils will make accelerated progress by rebuilding key foundational skills and filling identified gaps in learning, enabling them to access age-appropriate curriculum content with increasing independence and confidence.</p> <p>Pupils will develop secure foundational reading and comprehension skills that enable them to access learning more independently, increase confidence, and participate more effectively in class tasks.</p>	<ul style="list-style-type: none"> <li>• Pupils make progress vs. baseline within specific subject areas evidenced through progress data.</li> <li>• Wave 3 targeted intervention programme resulting in improvement in reading data.</li> <li>• Improved fluency and comprehension for PP pupils.</li> <li>• Greater engagement with reading, evidenced through pupil voice, participation records, library borrowing data.</li> </ul>
<p><b><u>Priority 2</u></b></p> <p>Pupils will access structured intervention, consistent routines, and trauma-informed practice, enabling them to make sustained progress toward age-related expectations and participate more confidently in school life.</p> <p>Where pupils present with significant and sustained barriers to learning, the school will provide rigorous assessment, evidence-based intervention, and multi-agency collaboration to ensure that each young person is supported through the statutory needs-assessment pathway. This includes gathering the required evidence, implementing graduated support, and ensuring that pupils with complex needs are</p>	<ul style="list-style-type: none"> <li>• The school's attendance strategy is followed for those pupils not meeting attendance targets and internal or external intervention is implemented where required</li> <li>• Improved readiness to learn retreat/nurture success data.</li> <li>• Improved self-regulation (SNAPB) /attitudes to school (PASS) data.</li> <li>• Robust multi-agency collaboration, demonstrated by regular meetings, timely referrals, and contributions from external professionals (e.g., EPs, CAMHS, Speech and Language) documented in pupil files.</li> </ul>

given every opportunity to secure an Education, Health and Care Plan (EHCP) where appropriate.	
<p><b>Priority 3</b></p> <p>The Heights Burnley will improve attendance for disadvantaged pupils to at least 70% by implementing targeted, personalised support that addresses the underlying barriers to regular attendance.</p> <p>Through early identification, strengthened home-school communication, and consistent pastoral interventions, the school will reduce persistent absence among FSM pupils from the 24/25 figure of 87.17%, ensuring more pupils re-engage with daily routines, benefit from high-quality teaching, and experience greater stability and continuity in their learning.</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils make progress from their baseline attendance.</li> <li>Identified disadvantaged pupils with PA, make improvements on an individual basis, working towards a reduction.</li> </ul>
<p><b>Priority 4</b></p> <p>Pupils will have increased access to meaningful enrichment opportunities and experiences that build cultural capital, broaden their horizons, and raise aspirations.</p> <p>Through a planned programme of extracurricular activities, trips, workshops, and engagement with positive role models, pupils will develop greater self-belief, improved confidence, and a stronger understanding of future possibilities.</p>	<ul style="list-style-type: none"> <li>Increased participation in enrichment activities, with a higher proportion of disadvantaged pupils attending clubs, trips, workshops, and events compared with baseline data.</li> <li>Improved engagement of CEIAG within school, measured via questionnaires or Compass Plus data.</li> <li>Reduction in NEET (25-26)</li> </ul>
<p><b>Priority 5</b></p> <p>The Heights Burnley will reduce the proportion of suspensions involving PP students by strengthening early intervention, enhancing behaviour support, and addressing the underlying barriers that disproportionately affect disadvantaged learners.</p>	<ul style="list-style-type: none"> <li>A reduction in the number of suspensions for PP pupils over the academic year. (24-25 50%)</li> </ul>

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school reading strategy</i>	Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum. <a href="#">Reading comprehension strategies   EEF</a>	1
<i>Targeted phonics training</i>	Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils. <a href="#">Phonics   EEF</a>	1

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

Budgeted cost.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specialist Reading TA</i>	According to the Education Endowment Foundation (EEF), high-quality phonics instruction is one of the most effective ways to improve early literacy, offering an average of four additional months' progress. The EEF also highlights that targeted, small-group or one-to-one intervention delivered by well-trained teaching assistants can significantly accelerate progress for pupils who are struggling with reading. Investment in a specialist TA ensures that phonics teaching is delivered with fidelity, consistency, and expertise, enabling the school to close early reading gaps, improve access to the curriculum, and secure long-term attainment gains for disadvantaged learners.  <a href="#">Phonics   EEF</a>	1
<i>Retreat TAs</i>	EEF guidance emphasises that high-quality, targeted SEMH interventions—delivered by trained staff—can significantly improve pupils' self-regulation, wellbeing, engagement, and readiness to learn. Employing a specialist TA to deliver bespoke SEMH programmes ensures pupils with high levels of emotional need receive structured, consistent, and relational support. This investment is justified as it enhances	2

	inclusion, reduces behaviour incidents, and enables vulnerable pupils to access learning more effectively, improving both academic and social outcomes.  <a href="#">Social and emotional learning   EEF</a>	
<i>1:1 Revision session(s)</i>	EEF evidence consistently shows that 1:1 tuition can deliver up to five months of additional progress when implemented by skilled adults using structured programmes. Investing in a specialist TA enables disadvantaged pupils to receive personalised, high-quality instruction that directly targets their specific gaps in learning. This approach ensures that pupils who are furthest behind can make accelerated progress, build confidence, and move closer to achieving age-related expectations.  <a href="#">Teaching Assistant Interventions   EEF</a>	1 and 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>THB Daily Attendance Bus</i>	<p>Internal data trend demonstrates that attendance dips between Autumn 2 and Spring 1 due to adverse weather.</p> <p><b>CPAG – Cost of School Costs</b> The Child Poverty Action Group (CPAG) reports that many pupils miss school because they <i>cannot afford transport</i>. <a href="#">cpag.org.uk+2cpag.org.uk+2</a></p> <p>In their 2025 report, CPAG found that 26% of pupils on Free School Meals (FSM) said transport costs had kept them from attending school. <a href="#">cpag.org.uk+1</a></p> <p>This directly links poverty, transport cost, and non-attendance. <a href="#">cpag.org.uk</a></p> <p><b>FFT Education Datalab – Distance &amp; Absence</b></p>	3

	<p>FFT Education Datalab analysed UK data and found that disadvantaged pupils living further from school have higher absence rates.</p> <p>They argue that part of this pattern “could be due to families not being able to afford transport costs and/or a lack of available transport options.”</p> <p><a href="#">FFT Education Datalab</a></p> <p><b>N8 Research Partnership – Education Attendance</b></p> <p>In a UK-wide or regional analysis, the N8 Research Partnership found that persistent non-attendance is much higher among disadvantaged pupils.</p> <p>They argue for a “practical” evidence-based plan to support attendance, which could include addressing logistical barriers (like transport).</p> <p><a href="#">N8 Research Partnership</a></p>	
<i>Targeted youth worker</i>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	2 and 5
<i>Trauma informed approach</i>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	2, 3 ,4 and 5
<i>Development of robust in house CEIAG strategy and provision.</i>	<p>All pupils/learners, particularly the most disadvantaged, need access to uniformly high-quality careers education, advice, resources, and material,</p>	4



	<p>which can also be tailored to individuals and around local skills needs and labour market information (LMI) in specific areas.</p> <p><a href="https://committees.parliament.uk/writtenevidence/107343/pdf/">committees.parliament.uk/writtenevidence/107343/pdf/</a></p>	
<i>Breakfast Club/Break and Warm Lunch.</i>	<p>Increasing rises in the cost of living and recognition of the increasing deprivation of many local neighbourhoods we serve has resulted in an increase in the number of pupils who do not have access to breakfast at home.</p> <p><a href="#">The English Indices of Deprivation 2019</a>  <a href="#">Local-indicators-of-child-povert_after-housing-costs_2024_Main-Report.pdf</a></p>	4

## **Total budgeted cost: £ 0**

\*Due to school funding structure and nature of commission-based placements, we are not in direct receipt of any funding specifically to support PP students. All intended activity will be funded through existing budgets within school.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*This is the first pupil premium strategy created by The Height's Burnley and is in its inception.*

*Ongoing assessment of the strategy using multiple data sources will allow us to evaluate the implementation and impact the proposed strategies have on the outcomes for our disadvantaged students.*

### 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
N/A	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

**Further information (optional)**