

2025/26 Pupil Premium Report

Range High School



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School overview	Detail Data
School name	Range High School
Number of pupils in school	802
Proportion (%) of pupil premium eligible pupils	16.21%
Academic year/years that our current pupil premium strategy covers	2023/4 - 2026/7
Date this statement was published	30-Nov-25
Date on which it will be reviewed	N/A
Statement authorised by	Headteacher and Trustees
Pupil premium lead	T Dolly FCCT Sr Deputy
Governor / Trustee lead	Mrs C Gaskell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	138140
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	138140

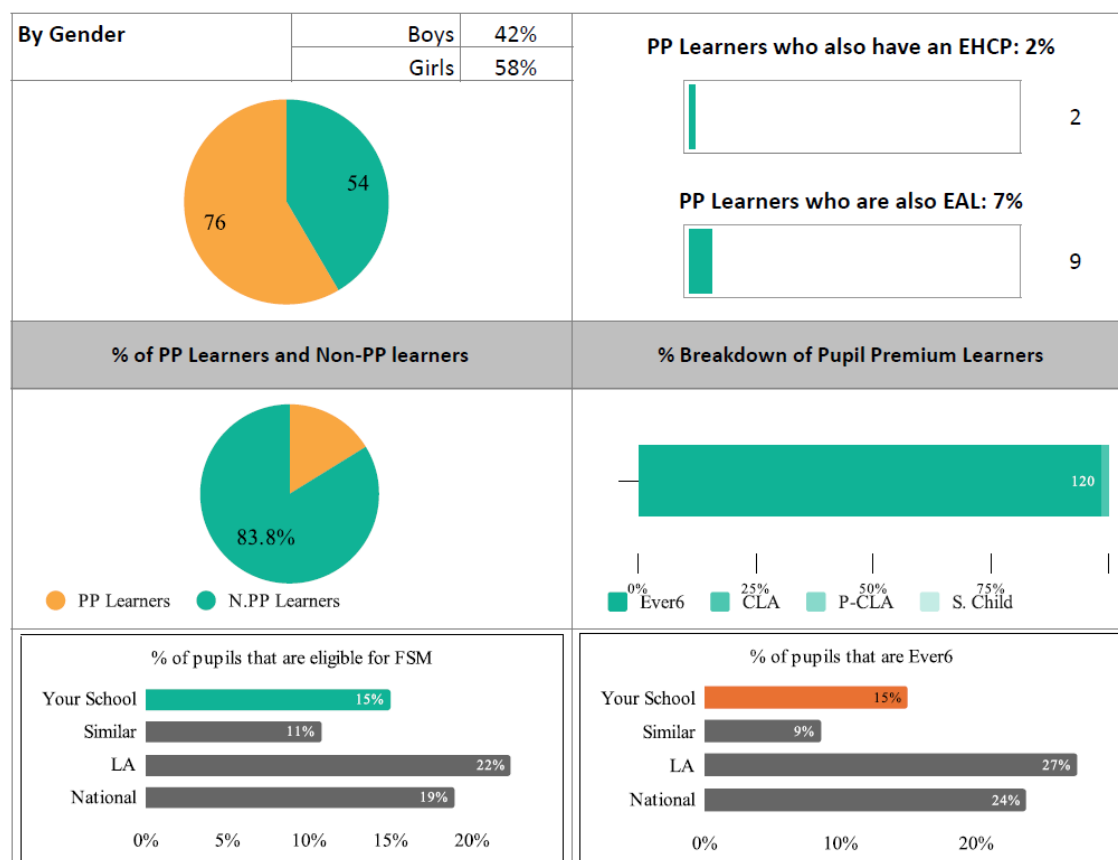
Pupil Premium Summary	Number of Pupil Premium pupils	Percentage of cohort	FSM level	Number of pupils funding is based on
2025/26 Data	130	16.21%	HIGH	130
2024/25 Data	141			

Pupil Premium (PP) Learners By Year Group

	All Pupils	Total Pupils eligible for PP	% of pupils eligible for PP	Breakdown of PP learners				
				FSM Pupils	Ever6 Pupils	CLA Pupils	Post CLA Pupils	Service Children
Year 7	140	23	16%	21	21	0	0	2
Year 8	143	20	14%	19	19	1	0	1
Year 9	166	30	18%	27	27	1	0	2
Year 10	169	32	19%	29	29	0	0	2
Year 11	184	25	14%	24	24	0	0	1
TOTAL	802	130	16%	120	120	2	0	8

1 Disadv. pupil is equivalent to 0.1%

Pupil Premium Learners By Characteristics



Attendance Data for Pupil Premium Learners			
Reporting dates:			
	Start:	3 Sep 24	End: 31 Aug 25
All Pupils			91.3%
All Pupil Premium Learners			80.0%
All Non-Pupil Premium Learners			93.5%

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

About the Pupil Premium

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

At Range, it is at the forefront of our priorities that we are committed to raising the achievement and well-being of our disadvantaged pupils (DP) as we understand that many of these students must make accelerated progress compared to their non-disadvantaged counterparts.

We have created a comprehensive package aimed at addressing a range of barriers outlined in our Pupil Premium strategy plan. We carefully considered research from organizations like the Education Endowment Foundation (EEF) to ensure the strategies we employ are evidence-based and cost-effective in positively impacting the outcomes of disadvantaged pupils.

Our approach includes providing tailored support in areas such as careers advice to help students make informed decisions, while promoting participation in extracurricular activities, interventions, and an aspirational curriculum that does not put them at a disadvantage compared to their peers. Whenever possible, we extend support beyond eligibility criteria to include young carers and pupils who have experienced adverse childhood experiences (ACEs).

Recognizing that high-quality teaching is crucial for our pupils' progress, a significant portion of the Pupil Premium grant is invested in this area.

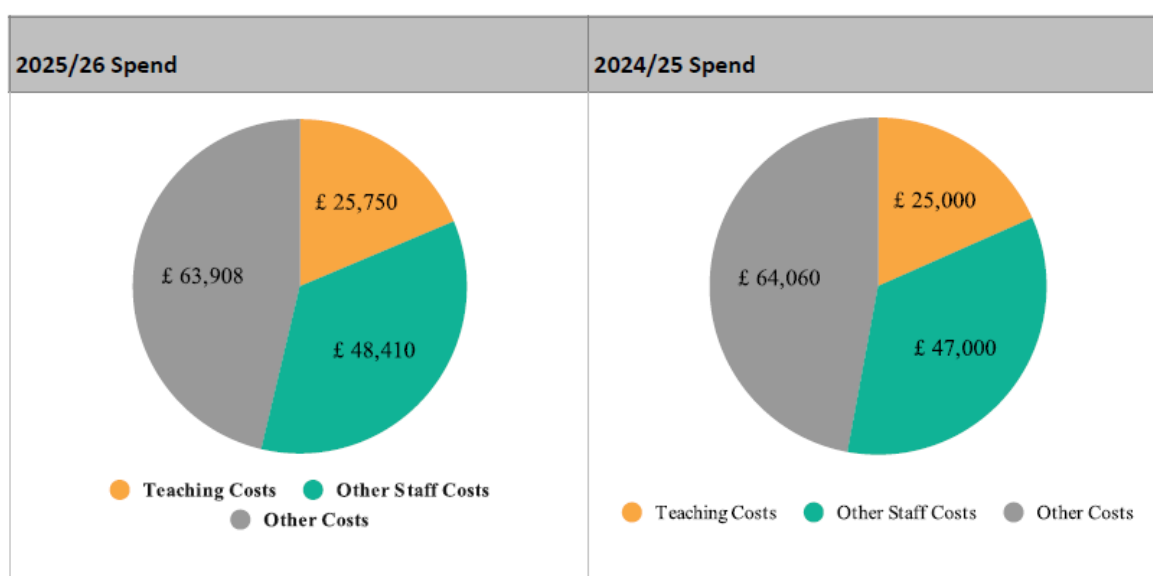
We are acutely aware that the COVID-19 pandemic has disproportionately affected disadvantaged pupils, leading to a widening of the attainment gap due to partial school closures and lockdowns

The funding awarded is as follows:

- Those who have been in receipt of free school meals at any point in the past 6 years (Ever 6 FSM)(£1075 per child)
- Those who have been continuously looked after for the past six months (LAC) (£2630 per child)
- Those who are adopted from care under the Adoption and Children Act 2002 or those who have left care under a Special Guardianship or Residence Order (Post-LAC)(£ 2630 per child)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£350 per child)

2025/26 and 2024/25 Financial Summary

	2025/26	2024/25
Total Pupil Premium Allocation	£138,140	£136,060
Total teaching expenditure	£25,750	£25,000
Total other staffing expenditure	£48,410	£47,000
Total other spend	£63,908	£64,060
Total Pupil Premium Expenditure	£138,068	£136,060
Surplus / Deficit	£72	£0



2025/26 Pupil Premium Plan (this year)

Targeted Spending

Our assessments demonstrate that pupil behaviour, wellbeing and mental health were significantly impacted over the course of the pandemic and afterwards, primarily due to COVID-19-related issues. Attendance continues to be an issue for disadvantaged students when compared to their peers, particularly for boys.

The impact was particularly acute for disadvantaged pupils. In preparation for the impact of this, we completed key changes to our School Leadership Team providing additional pastoral and attendance leadership capacity. We also completed the implementation of a new pastoral structure (house system to year groups) to create 5 new 'pupil premium champions' - one per year.

In addition, in 2022 we joined the DfE's Behaviour Hubs, added key modules to Class Charts and finished implementing our new Behaviour policy. These are developments that we are continuing to embed in our new plan which reflects the 6 key barriers to learning we have identified:

- Social, emotional and mental wellbeing
- Attendance
- Literacy and Numeracy
- Parental Engagement
- Enrichment Participation
- Raising Aspirations

The following table outlines the identified barriers, intended outcomes, and measures of success for the 2025/26 spend

Identified Barrier to learning	Intended Outcome	Our measure of Success
Improve progress and engagement measures for our disadvantaged cohort	To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Achieve the second quartile for progress made by disadvantaged pupils amongst similar schools. Achieve national average for attainment for all pupils. Achieve average English and maths 5+ scores for similar schools. Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from surveys (the Engagement Platform) and teacher observations and a significant increase in participation in enrichment activities.
The attendance gap between disadvantaged students and their peers has grown.		Improve attendance to at least the national average.
Disadvantaged students have worse Literacy and Numeracy levels than their peers	Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils.

Lower levels of engagement for parents/carers of students who are disadvantaged	Improved parental engagement with key school communication channels including 'School Cloud' and 'Class Charts'.	Parents attend virtual parent evenings and interact regularly with Class Charts - accessing announcements and monitoring student achievement, behaviour and homework.
Lower levels of participation in enrichment / extra-curricular clubs	Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Class observations suggest disadvantaged pupils are more able to monitor/regulate their own learning. Supported by student responses to teacher feedback and self-improvement on work.

Identified barriers to learning

2025/6			2024/5		
6	Internal	3	6	Internal	3
	External	3		External	3

Summary of the barriers to learning

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

A	Social, emotional and mental wellbeing: Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have not recovered to pre-Covid levels to a greater extent than for other pupils. This has been heightened by the Cost-of-Living crisis in the UK with almost half of children and young people reporting that their social and emotional skills worsened during the pandemic.
B	Attendance: The attendance gap between disadvantaged students and their peers has grown. Persistent absence for pupils in receipt of FSM is a current issue for the school with a significant gap between them (79.8%) and their peers (93.5%) we are working hard to narrow.
C	Literacy and Numeracy: Recent research (2022) shows disadvantaged secondary school pupils were on average 3.5 months behind in reading in the autumn term, compared to 2.0 months for nondisadvantaged pupils – a substantial gap of 1.5 months. This difference in lost learning between disadvantaged and non-disadvantaged pupils has also widened since the summer term. North West identified as the worst affected compared to all regions nationally.
D	Parental Engagement: Interrogation of Class Charts data and parental evening attendance shows lower levels of engagement for parents/carers of students who are disadvantaged.
E	Access to enrichment: Discussions with pupils and families, alongside interrogation of school data on extra-curricular clubs and visits show that we need to build the cultural capital of disadvantaged students through wider attendance at extra-curricular clubs and on visits, removing barriers that prevent them from participating.
F	Information regarding student destinations and discussions with disadvantaged students show that we need to further raise aspirations and enable access to a strong skills offer with appropriate pathways into work.

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
Improve progress and engagement measures for our disadvantaged cohort	Students feel a greater sense of belonging with their engagement measured through the Engagement Platform and needs met through support and intervention.
Effective & targeted measures put in place to reduce the gap. The gap for non-authorised attendance is monitored, tracked and reduced through effective measures/interventions (home visits, letters home, telephone calls, multi-agency meetings & targeted interventions for specific students). Breakfast club attendance is monitored and tracked so that eligible students are encouraged to attend.	Gaps in attendance are significantly narrowed between PP students and their peers.
To achieve and sustain improved levels of literacy and numeracy for all pupils, particularly our disadvantaged pupils.	Those eligible for PP who are below their expected reading and numeracy age achieve their chronological age or standardised SAS 100 by the end of KS3 and make accelerated reading progress throughout years 7 & 8.
Use of the Engagement Platform to measure parental engagement. Use Parentkind to audit parental engagement and use their 'Parent Friendly' framework to further increase engagement.	Levels of parental engagement improve as measured by the Engagement Platform and the ParentKind Framework / metrics.
Increased levels of participation in enrichment activities are logged.	All students eligible for PP attend residential trips/excursions/DofE offered: parents are consulted and financial support is made available in order to ensure students eligible for PP are able to access the same opportunities for building character & leadership skills as non-PP students.

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: £ £25,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching – delivery of metacognition, reading comprehension and feedback strategies through staff training, sharing best practice and effective quality assurance procedures. Cohort of 10 colleagues undertaking Chartered College courses in evidence informed teaching and PP lead completing CTeach leadership qualification.	Some disadvantaged students underperform academically EEF toolkit: Metacognition (+7 months), Reading Comprehension (+6), Feedback strategies (+6)	1, 3
Deployment of HLTAs for small group interventions and classroom support of identified students.	Whilst reading age on entry is above national averages, our reading catch up programme was not able to be implemented as usual due to periods of school lockdowns EEF toolkit: Reading Comprehension (+6)	1, 3
Work with cross-Trust T&L Leads to develop an evidence based high impact framework to support teaching and learning.	EEF Toolkit - metacognition, self regulation, reading comprehension, feedback.	1, 3
Access to INSET and support for high quality teaching eg DfE Rise Conference, Adaptive Teaching CPD, support for STEM subjects	EEF Toolkit - metacognition, self regulation, reading comprehension, feedback.	1, 3

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

Budgeted cost: £ £48,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase SEN capacity to target academic support and effective provision for disadvantaged students with special educational needs.	Slow identification of student needs due to lack of capacity. Need for better student	1

	information to underpin classroom teaching. Better home-school communication re SEND	
Study, Homework & Learning Support provision for students	Ensuring students are making academic progress following the lockdown period Closing identified gaps and 'lost learning' during lockdowns	1
Support for reading and literacy programmes across Key Stage 3.	Research shows that key skills in the foundation years of KS3 are vital in order to succeed in all subjects (EEF & 'The Wasted Years- DfE')	1
Cohort of students participate on LFC partnership re-engagement programme.	Studies show that aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. For this reason the LFC programme and building high expectations into quality first teaching are at the forefront of our approach.	1
Identified disadvantaged KS4 students to receive 'PRIME' Mentoring support and mentoring with a Range member of staff.	EEF +2 Months. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	1

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

Budgeted cost: £ £63,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the leadership capacity for closing the gap following our PP Review by: 1. SLT leadership - DHT 2. One PP Champion (AHoY) for each year group. 3. EEF training with local Research School.	PP Review 2019: "The PP Plan and targeted spending has not been focussed enough on actions that directly influence the outcomes for disadvantaged students. Senior staff and Governors need timely and detailed information regarding the	1,2,3,4,5,6

	progress of Pupil Premium students in order to monitor and evaluate the targeted strategies ."	
Improve the attendance of disadvantaged students and reduce persistent absence (new attendance SLA and appointment of a dedicated attendance officer within school).	Attendance gap between disadvantaged students and their peers	2
Improve home-school communication for disadvantaged students including ongoing use of Class Charts	Ensuring parental engagement levels are maintained	1,4
Continue development and implementation of new behaviour policy and enhanced pastoral TLR structure (DfE Behaviour Hub) including additional capacity on SLT	Deficiencies in House system in meeting year group academic and pastoral needs.	1,2,3,4,5,6
Targeted counselling and mentoring sessions for students delivered by a dedicated team. Redeployed to new year group structure from 2021 onwards.	Concerns around anxiety and safeguarding issues following the lockdown period and beyond. Some disadvantaged students suffer with mental health or wellbeing concerns.	1
Increased motivation and engagement through extra-curricular participation (led by new AHT with responsibility for personal development) .	Building the cultural capital of disadvantaged students through wider attendance at extra-curricular clubs, visits. Raising aspirations and enabling access to the most competitive universities and helping students succeed when they get there.	5,6

Key Performance Indicators / Outcomes 2024/5

Quality of Education: IMPACT (KS4)				
End of KS4 Results & Current Progress				
Percentage of pupils entering the English Baccalaureate				
Disadvantaged	You			22.2%
	National Average			28.0%
Not known to be disadvantaged	You			49.4%
	National Average			43.0%
Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs				
Disadvantaged	You			18.5%
	National Average			25.0%
Not known to be disadvantaged	You			44.0%
	National Average			52.0%
Average Attainment 8 score of all pupils				
Disadvantaged	You			0.30
	National Average			0.35
Not known to be disadvantaged	You			0.47
	National Average			0.50
Average APS score per pupil				
Disadvantaged	You			0.02
	National Average			2.97
Not known to be disadvantaged	You			0.04
	National Average			0.05

Evaluation of 2024/25 Pupil Premium Spend and Actions (last year)

In 2022/23, Range significantly narrowed the gap between disadvantaged students and their peers, however, the gap widened in 2024 and has remained constant. The size of the gap was greatly impacted a range of issues specific to a large percentage of what is a relatively small cohort. The cohort last year was particularly affected by high levels of anxiety and mental health issues resulting in poor school attendance for a small but significant number of disadvantaged students. Many of these students were in year transfers, involved in managed moves between schools or in alternative provision for large parts of their time at Range.

Despite these issues being identified as barriers and a wide range of interventions / support implemented their final progress and attainment was adversely affected.

Progress 8

In 2023, our P8 score for disadvantaged students was -0.54 compared to the whole school score of -0.27. This was the third best ranked progress score for disadvantaged pupils in the Sefton local authority. In 2024, however, the score widened again to -1.2. Progress 8 was not available for 2024.

Attainment 8

In 2022, disadvantaged pupils achieved a score of 41.2 (compared to 31.6 pre-covid and TAGS / CAGS). This improvement was sustained in 2023 with a score of 37.8. This was the third best ranked attainment 8 score for disadvantaged pupils in the Sefton local authority. In 2024, the score dropped to 29.6 (compared to all pupils 44.2).

Percentage of Grade 5+ in English and maths

The trends, above, were mirrored in this measure as follows: 2022: 42% / 2023: 38% / 2024: 23%

The following table summarizes the barriers, outcomes, and measures of success for the 2024/25 spend

Barrier to learning that we targeted	Intended Outcome	Were we successful and how was this measured
Variabilities in the quality of teaching have prevented disadvantaged students from making desired progress.	Variability is removed. All students have access to quality first teaching across the curriculum	Attainment 8: In 2022, disadvantaged pupils achieved a score of 41.2 (compared to 31.6 pre-covid and TAGS / CAGS). This improvement was sustained in 2023 with a score of 37.8. This was the third best ranked attainment 8 score for disadvantaged pupils in the Sefton local authority. In 2024, the score dropped to 29.6 (compared to all pupils 44.2). Percentage of Grade 5+ in English and maths: The trends, above, were mirrored in this measure as follows: 2022: 42% / 2023: 38% / 2024: 23%
Reading age of disadvantaged students lags behind that of their peers	Narrowed gap between disadvantaged students and their peers.	OFSTED, 2022, found that, "Reading is a priority for leaders." Reading intervention programmes

Disadvantaged students have higher rates of absence and persistent absence.	Attendance rates improve for disadvantaged students	Attendance data continues to show a significant attendance gap. This is particularly true of disadvantaged boys and their peers.
Some disadvantaged students have higher levels of disengagement than their peers as evidenced by class charts behaviour logs	Students are engaged as demonstrated by Class Charts data.	OFSTED, 2022, said, "Staff and pupils share the view that behaviour has improved... Pupils reported that lessons are rarely disrupted Pupils behaviour in corridors is generally calm."
Disadvantaged students have less access to resources to support home learning as evidenced by pupil surveys and contact with home.	All disadvantaged students have internet access and a laptop/chromebook.	Ongoing checking of access shows improved engagement with learning platforms.
Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.	All disadvantaged students have access to the school mentoring team and their wellbeing needs are identified and addressed.	The number of students exhibiting mental health issues and higher levels of anxiety continues to be an issue.

Breaking Down Barriers to Opportunity

Pupil Premium 2025-6

Challenge, Support, Flourish

1 KNOWING OUR STUDENTS

All stakeholders know our students, their needs and the barriers they face to achieve their full potential as members of our community.

2 QUALITY FIRST TEACHING

We take an evidence informed approach to provide high quality teaching that ensures all students make excellent progress.

3 A SENSE OF BELONGING

Our students all feel that they are part of our community and have high levels of engagement with school. We successfully break down barriers and provide targeted support.

4 EVERY CHILD FLOURISHING

All of our pupils have access to and take advantage of an extensive enrichment offer which enhances their sense of belonging, raises aspirations and broadens horizons.

5 PARENTAL ENGAGEMENT

We prioritise parental support through strong communication, supporting home learning, promoting involvement in school life and building community partnerships.

6 FULFILLING ASPIRATIONS

We raise the aspirations of all students and support them with a strong skills offer and pathways into work and further education.

