# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Atherton High School |
| Number of pupils in school  | 486 |
| Proportion (%) of pupil premium eligible pupils | 45% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | May 2022 |
| Statement authorised by | Mr B LayzellHeadteacher |
| Pupil premium lead | Mr R MckieAssociate Assistant Headteacher |
| Governor / Trustee lead | Miss C Hanrahan |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 183, 562 (Projected) |
| Recovery premium funding allocation this academic year | £25,084 |
| 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 | £208,646 (Projected) |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.2021/22 sees a continuation of challenging times for the community that we serve. In addition to driving educational provision, our school has been a hub for ensuring that disadvantaged families have enough food and that safeguarding, mental health and wellbeing support is in place for students impacted. These challenges are set to continue as reductions in income support coincide with increases in the cost of living, which therefore has seen an increase in pupils disadvantaged within the community.The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. 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 oracy and mathematical 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 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.Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. 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. We will continue to build on the strong foundations we have established through wider strategies (inclusion and safeguarding) and increase our focus on teaching and targeted academic support, particularly for literacy and oracy. Furthermore, early identification of barriers to learning for our new cohort of pupils will run through the transition programme to ensure that pupils starting in September 2022 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.

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| Challenge number | Detail of challenge  |
| 1 | Quality First Teaching |
| 2 | Literacy- Reading |
| 3 | Literacy- Oracy |
| 4 | Numeracy |
| 5 | Assessment |
| 6 | Attendance |
| 7 | Safeguarding, mental health and well-being |
| 8 | Accelerated progress of underachieving sub cohorts in Key Stage 4, with focus on core EBACC subjects. |
| 9 | Behaviour and Relationships |
| 10 | Aspiration, beyond the classroom learning and cultural capital |

## 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.

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| Intended outcome | Success criteria |
| **Priority 1 (SIP QOE 1/2)**To ensure consistency quality first teaching and learning for all PP students. | * Lead practitioners to deliver whole staff CPD to ensure all teachers are meeting the needs of all learners and delivering quality first teaching for all.
* Bitesize and Departmental meetings to focus on effective classroom and specific pupil strategies to close the learning gap and to raise expectations
* Curriculum mapping to ensure knowledge entitlement for all.
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| **Priority 2 (SIP QOE 4)**Implement a support structure for the highest percentage of DP students to organise the intervention and monitoring of the highest of DP pupils to maintain and enhance the accountability for those staff in charge of DP, literacy, SEND and Pastoral interventions. | * Create WAVE 3 structure for intelligence gathering and intervention accountability.
* The number of disadvantaged students receiving intervention is monitored each half term to assess impact of intervention
* The number of PP/SEND pupils receiving targeted intervention to be reduced as a result of effective support structures.
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| **Priority 3 (SIP QOE 4)**All DP pupils communicate (Reading, writing, oracy) for their age expected standard. | * Percentage of pupils achieving age expected standard in GL assessments increases.
* Ambitions for ALL pupils to have a reading age matching their chronological age.
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| **Priority 4 (SIP QOE 4)**To reduce the gap between DP and NDP students who can apply Mathematics sufficiently well for their age. | * Increased progress for PP students moving towards a + P8 score.
* Internal tracking data for reading interventions and maths interventions by CL.
* Subject Specialist TA support in English, Maths and Science to allow 1:1 classroom support and targeted intervention sessions
* Increase the number of DP students meeting age specific requirements in mathematics.
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| **Priority 5 (SIP B&A 2)*** Early identification of barriers to learning for DP students on entry at KS2
 | * Implement a successful summer school to support transition for DP students.
* Primary to Secondary communication to identify DP pupil’s barriers to learning.
* DP students complete SLQ award developing key skills.
* GL assessments completed prior to Y6 pupils starting to identify DP pupils requiring immediate reading intervention reducing the number of DP students below expected reading standard.
* Additional targeted visits to AHS in the summer term for SEND/PP pupils.
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## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *115,562*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Priority 1 (SIP QOE 1)**To continually review the planned curriculum to ensure sequential development of knowledge to drive academic ambition | * To continually review the quality of the curriculum to improve learning outcomes for students.
* SLT and CL’s review and perform the curriculum collaboration drive (CCD) to follow evidence trails to judge to quality of education: *how well are we doing*
* Develop opportunities for CLs to experience ‘leading class curriculum developments, best practice at national and subject level.
* To provide time for departmental CPD time to focus on CPD-Curriculum and CPD-Knowledge to match the improvement priorities within T&L and curriculum.
 | 1 |
| **Priority 2 (SIP QOE 2)**Continually develop teachers to implement consistent, high-performance delivery of the teaching and learning priorities (AHS 5). | * Use and embed the very best research drive pedagogy to improve consistent approaches to teaching delivery & classroom practices.
* To have a relentless focus on the quality of teaching & learning by providing high quality developmental feedback from Learning Walks (LW).
* To further develop teachers to use assessment data effectively to support the planning and delivery of lessons.
 | 1, 5 |
| **Priority 3 (SIP QOE 3)**Implement a rigorous approach to literacy, writing, oracy and use of high tiered vocabulary. | * Create accountability at SLT for literacy and include in the SIP.

[Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)* Literacy lead, through support from TA’s to drive whole school approach utilising, curriculum, enrichment and form time to identify and target.

[word-gap.pdf (oup.com.cn)](https://www.oup.com.cn/test/word-gap.pdf) | 1, 2, 3 |

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

Budgeted cost: £ *65,084*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Priority 1 (SIP QOE 3/4)**Lead staff to drive a tiered support structure to organise the intervention and monitoring of disadvantaged students. | * DP monitored and identified for tiered targeted intervention each half term to a assess impact of intervention.
* Regular triangulation meetings with lead staff to analyse and assess the effectiveness of current intervention and the impact the targeted intervention is having.
* Behaviour and Intervention manager to co-ordinate targeted intervention for DP students depending on their level of need.

[Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)[Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)* Creation of P6 extension to the school day for targeted intervention for reading and curriculum support.

[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)* Employ KS2 trained phonics teacher to support the weakest readers and share good practice to the WAVE 3 team.

[Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/)* Utilise National Tutoring funding and Recovery Premium funding to create bespoke tutoring across core and EBACC subjects.
 | 2, 3, 4, 5, 7, 8 |
| **Priority 2 (SIP QOE 3)**To reduce the attainment gaps for pupils in Year 11 through access to the National Tutoring Programme. | * Targeted intervention provided via the NTP for identified DP students based on assessment data collected at scheduled data captures.

[Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)* Targeted enrichment opportunities for low attaining DP pupils in English, Maths and Science, Years 10/ and 11.

[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 2, 3, 4, 5, 8 |
| **Priority 3 (SIP QOE 4 )**DP and SEND pupils identified and supported via STEPS process  | * SENCO to provide CPD and provide all staff with training on identifying any pupils DP/NON-DP who demonstrate additional needs.
* STEPS process to provide staff with information and processes to follow when identifying pupils with additional needs.

[Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) | 1, 2, 3, 4, 5, 6, 7, 8 |

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

Budgeted cost: £ *28,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Priority 1 (SIP B&A 1)**To continue to improve DP pupils’ attendance and persistent absences. >93% (2021/22)<15% PA (2021/22) | * Utilise Wigan LA attendance SLA for sharing of best practice for supporting DP pupils at risk of PA.
* To monitor the % of Persistent Absentee rates weekly, across all focus groups of ‘students at risk’ & intervene where required.
* Attendance Team identify and meet with all DP students who are at risk of poor attendance on a weekly basis with follow up meetings with parents; weekly reports shared with SLT on success of intervention; review progress.
* Weekly attendance tracking used by all tutors and HOY to inform conversations with DP students and parents about attendance, all DP students are aware of the importance of good attendance.

[Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 6 |
| **Priority 2 (SIP B&A 2)**To continue to improve school routines and embed the expectations and consistency of the (Atherton Way) (Law of EVE), to reduce FTE <2% and reductions in low level disruption B1-B3. | * HOY reports are shared and discussed with CL in SLT links to identify hotspots and any support needed.
* DP Students requiring intervention following absence, exclusion or illness are supported through structured sessions in the inclusion unit.
* In year admissions to be carefully assessed and integrated properly into curriculum, with specific focus on DP pupils, ensuring that key data.
* Weekly analysis of class charts, with focus on DP pupils
* 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 DP students.

[Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour) | 9 |
| **Priority 3 (SIP QOE 4)**Lead staff to drive a successful and thriving school library. To drive literacy agenda | * To review the library with engaging and appropriate texts for the age range of students.
* All Year 7 DP pupils provided with the opportunity to have their own age-appropriate book, through the Book Buzz programme. DP pupils provided with curriculum and enrichment opportunities to access the library to choose a book of their choice.

[Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) | 2, 3 |
| **Priority 4 (SIP ELM 1)**Provide a comprehensive leadership development plan to improve leadership culture across school with particular focus on disadvantaged. | * Develop an internal leadership professional development process within school.
* Review performance management PDP to include leadership development.
* Leadership CPD consists of a menu to develop:
	+ GLT School Improvement Community programme
	+ NPQ qualifications via Ambition Institute.
	+ SLT Leading Together via Teach First
	+ Use of NLE/SLE within EPT school to school support.
	+ Use of NLE/SLE within external training providers with current high impact, evidence of success.
* Use of Emerging Leaders programme - EPT
 | 1 |
| **Priority 5 (SIP PD 2)**Create CIAEG structure to achieve 80%+ on all Gatsby benchmarks and support DP pupils do not become NEETs. | * CIAEG lead to complete L6 Careers Guidance Qualification to support all pupils.
* Subject disciplines explicitly defining their CIAEG intent captured on subject Learning Journey with termly reviews and links made during curriculum delivery to support DP and Non-DP pupil’s future aspirations and career choices.
* CIAEG specific drop-down days for KS3/4 to support DP in their knowledge and understanding of the world of work, qualifications needed and skills, qualities.
* KS4 DP pupils targeted for intense careers advice and support to ensure aspirations are met.
* Use of RONI data provided to CIAEG lead to identify any further barriers to learning for DP students.

[Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 10 |
| **Priority 6 (SIP PD 2)**DP pupils receive a wide, rich set if experiences from beyond the classroom learning to develop their cultural capital though enrichment opportunities. | * Positively discriminate for DP students in additional clubs and activities to increase cultural capital. DP pupils to attend at least 1 enrichment club per week.
* CLs to map beyond the classroom opportunities for DP and Non-DP pupils to access throughout the year.
* Half-termly analysis of enrichment club attendance to identify DP pupils not attending enrichment opportunities. Meeting with pupil and parent set up to identify
* DP Pupil voice to analyse participation.
* Music lessons to support musical interests and talents.
* Ambition for ALL DP pupils to attend 1 enrichment club.
* Create a beyond the curriculum offer and track DP pupils attendance

[Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 10 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| With 45% DP cohort, every action we take has DP at the heart of our decisions.SLT increased capacity to include accountability for disadvantaged pupils at senior level, through the role of an Associate Assistant Headteacher, from 2021.Two external disadvantaged reviews have been completed and the new leader for disadvantaged pupils is utilising SLE support to ensure the current strategies fit the needs of the school and pupils, within its new context. A number of support days were commissioned by AHS via Golborne High School included:* + Initial visit and analysis (January 2021)
	+ Pupil Premium Review (April 2021, documentation attached)
	+ SLE School visit (May 2021) Pupil Premium Lead GHS and AHS
	+ SLE School Visit (June 2021) Pupil Premium Lead and Data and Assessment Lead GHS and AH

The 2021 lockdown had an unfavourable impact on our ability to fully implement our original pupil premium strategy plan, requiring us to adjust our focus towards:• Quickly adapting curriculum design and teaching and learning pedagogy to enable high quality remote learning via Microsoft Teams. • Ensuring that all disadvantaged students had access to the technology required to participate in remote learning. Disadvantaged students who did not have a suitable device with which to access remote live lessons were provided with a laptop, along with technical support for many families who lacked basic ICT skills in terms of knowing how to navigate websites and use logins/passwords. Paper packs for our most vulnerable pupils were also provided, as well as the school minibus being utilised as a Stationery Station once a week to provide an opportunity for our disadvantaged pupils to drop off and pick up new learning packs and resources.• Providing significant levels of safeguarding and mental health and wellbeing support to vulnerable disadvantaged students in a context of significant rises in the community of domestic violence, neglect linked to substance abuse and antisocial behaviour The key aspects of the pupil premium strategy plan that we focused on implementing during and after the lockdown were the significant reading age deficits and mathematics skills gaps that had emerged following the 2020 lockdown. This culminated in a bespoke Summer School programme for individually identified Key Stage 4 pupils to attend targeted English, Maths and Science interventions, aimed at closing gaps identified from Summer 2021 assessments.The assessment of reading at the end of Summer 2021 enabled interventions to be developed appropriately and the impact can now start to be measured through the following interventions across Key Stage 3 and Key Stage 4.* Sounds Right (Phonics) training to SEND team. This will allow staff to target pupils significantly below reading age expectation
* Reading Plus programme to target pupils working below age expected reading standard.
* Weekly Wave 3 intervention meetings with the Disadvantaged, literacy, SEND and Behaviour and Intervention lead.

The Full review can be found on the school website. |

## 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*

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| --- | --- |
| Programme | Provider |
| Engagement Centre | Cavendish Centre[Engagement centres (wigan.gov.uk)](https://www.wigan.gov.uk/Resident/Education/Educational-support/Engagement-centres.aspx) |
| Alternative Provision | Fir Tree Fishery[Fir Tree CIC Learning Centre](https://www.firtreecic.co.uk/)Fix It[Fix-It (UK) Ltd | Be Wigan | Services for Schools](https://be.wigan.gov.uk/Services/4792) |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

|  |  |
| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |