

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Detail	Data
School name	Atherton High School
Number of pupils in school	254/532
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers.	2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	May 2024
Statement authorised by	Mr B Layzell Headteacher
Pupil premium lead	Mr R Mckie Lead Practitioner
Governor / Trustee lead	Miss C Hanrahan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,240
Recovery premium funding allocation this academic year	£65,000
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	£283,240

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 high attainment across the curriculum.

2023/24 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 the cost-of-living crisis that has deteriorated significantly in relation to this time last year and is set to decline further, thus placing disadvantaged families at the forefront of plans. The percentage of Disadvantaged pupils has increased significantly from 41.6- 48%, this is because the school has grown in size again with the addition of our new oversubscribed Year 7 cohort.

The focus of our pupil premium strategy remains to support disadvantaged pupils to achieve their 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 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.

A key area of focus, which was highlighted from the Ofsted inspection that took place in October 2021, was disadvantaged pupils' attendance. Ofsted highlighted that "some disadvantaged pupils miss a greater proportion of lessons than other pupils due to their rates of absence. This prevents them from achieving as highly as they could. Attendance for our disadvantaged pupils greatly improved for the academic year 22/23 however Our strategy will ensure that we continue to improve the rates of attendance of a small number of disadvantaged pupils to ensure they achieve their full potential, and we close the gap between non disadvantaged and disadvantaged pupils.

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 alongside our current cohort of pupils through the transition programme to ensure that pupils starting and returning in September 2023 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	Quality First Teaching
2	Literacy- Reading
3	Literacy- Oracy
4	Attendance
5	Assessment
6	Numeracy
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.

Intended outcome	Success criteria
<p>Priority 1</p> <p>To ensure consistent quality first teaching and learning for all PP students.</p>	<ul style="list-style-type: none"> • 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.
<p>Priority 2</p> <p>Continue to implement support structures 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.</p>	<ul style="list-style-type: none"> • Continue to implement the 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 because of effective support structures.
<p>Priority 3</p> <p>All DP pupils communicate (Reading, writing, oracy) for their age expected standard.</p>	<ul style="list-style-type: none"> • Ambitions for ALL pupils to have a reading age matching their functional age.
<p>Priority 4 To reduce the attainment gap between DP and NDP students</p>	<ul style="list-style-type: none"> • Increased progress for PP students moving towards a + P8 score. • Subject Specialist TA support in English, Maths and Science to allow 1:1 classroom support and targeted intervention sessions.

<p>Priority 5</p> <p>Early identification of barriers to learning for DP students on entry at KS2, focusing on Low attending students</p>	<ul style="list-style-type: none"> • Implement a successful summer school to support transition for DP students. • Primary to Secondary communication to identify DP pupil's barriers to learning or pastoral intervention required. • DP students complete SLQ award developing key skills. • GL reading 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/DP pupils.
<p>Priority 6</p> <p>The attendance gap between Disadvantaged and their non disadvantaged peers is significantly reduced to support the progress and learning of our disadvantaged pupils</p>	<ul style="list-style-type: none"> • The attendance lead tracks and monitors the attendance of all disadvantaged pupils. • The school's attendance strategy is followed for those disadvantaged pupils not meeting attendance targets and internal or external intervention is implemented where required.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1</p> <p>To continually review the planned curriculum to ensure sequential development of knowledge to drive academic ambition</p>	<ul style="list-style-type: none"> • 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: <i>how well are we doing</i> • 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. 	1,2,3,5,6
<p>Priority 2</p> <p>Continually develop teachers to implement consistent, high-performance delivery of the teaching and learning priorities (AHS 5).</p>	<ul style="list-style-type: none"> • 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. 	1,2,3,5,6
<p>Priority 3</p> <p>Implement a rigorous approach to literacy, writing, oracy and use of high tiered vocabulary.</p>	<ul style="list-style-type: none"> • Create accountability at SLT for literacy and include in the SIP. Improving Literacy in Secondary Schools • Literacy lead, through support from TAs to drive whole school approach utilising, curriculum, enrichment and form-time to identify and target. 	2,3

	<ul style="list-style-type: none"> • Create a devolved Literacy role to support the consistency in form-time reading and whole school focus on vocab and literacy. <p>word-gap.pdf (oup.com.cn)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1</p> <p>Lead staff to continue to implement a tiered support structure to organise the intervention and monitoring of disadvantaged students.</p>	<ul style="list-style-type: none"> • DP monitored and identified for tiered targeted intervention each half term to assess impact of intervention. • Weekly triangulation meetings with lead staff to analyse and assess the effectiveness of current intervention and the impact the targeted intervention is having. • Pastoral staff to co-ordinate targeted intervention for DP students depending on their level of need. <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> • Creation of P6 extension to the school day for targeted intervention for reading (KS3) and curriculum support (KS4). <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <ul style="list-style-type: none"> • Ensure that all staff undertaking targeted reading intervention are highly trained and experienced to ensure pupils are receiving the most up to date support based on their area of need. <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <ul style="list-style-type: none"> • Utilise National Tutoring funding and Recovery Premium funding to create bespoke tutoring across core and EBACC subjects. 	2, 3, 4, 5, 7, 8
<p>Priority 2</p> <p>To reduce the attainment gaps for pupils in Year 11 through access to the National Tutoring Programme.</p>	<ul style="list-style-type: none"> • Targeted intervention provided via the NTP for identified DP students based on assessment data collected at scheduled data captures. <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4, 5, 8
<p>Priority 3</p> <p>DP and SEND pupils identified and supported via STEPS process</p>	<ul style="list-style-type: none"> • 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. 	1, 2, 3, 4, 5, 6, 7, 8

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1 To continue to improve DP pupils' attendance and persistent absences. >93% (2022/23) <18% PA (2022/23)</p>	<ul style="list-style-type: none"> • Utilising the national attendance Network and their 5 foundations of effective attendance practice to improve the attendance of our DP cohort. • 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. <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	6
<p>Priority 2 To continue to implement school routines and embed the expectations and consistency of the (Atherton Way) (Law of EVE), to reduce FTE <1.5% and reductions in low level disruption B1-B3.</p>	<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. • DP Students requiring intervention following absence, exclusion or illness are supported through robust reintegration meeting. • In year admissions to be carefully assessed and integrated properly into curriculum, with specific focus on DP pupils, ensuring that key data. • 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. <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	9
<p>Priority 3 Lead staff to drive a successful and thriving school library. To drive literacy agenda</p>	<ul style="list-style-type: none"> • To equip the library with engaging and appropriate texts for the age range of students. • Attendance to the library at break and lunch times to be tracked and monitored and staffed at all social times. • All Year 7 and 8 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. 	2, 3

	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	
<p>Priority 4</p> <p>Provide a comprehensive leadership development plan to improve leadership culture across school with particular focus on disadvantaged.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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
<p>Priority 5</p> <p>Create CIAEG structure to achieve 100% on all Gatsby benchmarks and support DP pupils do not become NEETs.</p>	<ul style="list-style-type: none"> • 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) 	10
<p>Priority 6</p> <p>DP pupils receive a wide, rich set of experiences from beyond the classroom learning to develop their cultural capital through enrichment opportunities.</p>	<ul style="list-style-type: none"> • Positively discriminate for DP students in additional clubs and activities to increase cultural capital. DP pupils to attend at least 1 enrichment club. • CLs to map beyond the classroom learning 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 • Pupil voice to analyse participation. • Music lessons to support musical interests and talents. • Create a beyond the curriculum offer and track DP pupils attendance <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	10

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 2022 to 2023 academic year.

Priority 1

To ensure consistent quality first teaching and learning for all PP students.

- Lead practitioners have delivered weekly whole staff CPD to ensure all teachers are meeting the needs of all learners and delivering quality first teaching for all, especially for our most vulnerable pupils. LP's tailor specific CPD to suit the needs of the school, based on weekly learning walk feedback collated by CL's. This then ensures that our most vulnerable pupils are at the front and centre of our curriculum thinking. The HMI inspection that took place in December 2022, stated that the AHS curriculum was one of the strongest curriculums observed on inspection. Staff participate in weekly Teaching Learning Communities as well Departmental meetings to focus on effective classroom and specific pupil strategies to close the learning gap and to raise expectations.

Priority 2/ Priority 3

Continue to implement support structures 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.

All DP pupils communicate (Reading, writing, oracy) for their age expected standard.

- Wave 3 intervention for targeted pupils was implemented in January 2023. 3 Pupils have accessed the Wave 3 programme, all 3 pupils were DP pupils, one with an EHCP. The impact wave 3 intervention has had on pupils has allowed them to be re-integrated back into lessons without current gaps in knowledge and understanding.
- The number of PP/SEND pupils receiving targeted reading intervention has reduced over the academic year 22/23. Although numbers of DP pupils receiving reading intervention remains high significant impact of targeted form time and after-school intervention has seen a positive impact reducing the gap between DP and SEND pupils not achieving age expected Reading Ages. On average a 13% increased of DP pupils have achieved function reading ages.
- **June 2023 and December 2022** reading data can be seen below to observe the significant impact reading intervention has had one pupil achieving a functional reading age. The priority however remains with the ambition for all pupils to achieve a Functional reading age by the end of year 9.

Year Group	YR7 DP	YR8 DP	YR9 DP	YR10 DP
At Functional RA June 2023	87%	87%	95%	70%

Year Group	YR7 DP	YR8 DP	YR9 DP	YR10 DP
A functional RA December 2022	67%	60%	60%	37%

Priority 4

To reduce the attainment gap between DP and NDP students

From the August 2023 data outlined below, clearly indicates that the DP/NDP attainment gap has significantly reduced as a direct impact of high-quality teaching and learning and individual tailored intervention before, during and after school. Although a gap remains, it is clear to see that the gap has reduced. Progress 8 date indicates that non-DP achieved -0.16 whilst DP achieved a P8 score of -0.23, a gap of 0.07, which is again a substantial reduction in the gap between progress. More notably it must be highlighted that June 2023 examinations were designed to bring attainment back in line with 2019 examination data, nationally this picture meant that DP attainment dropped, whereas DP pupils at AHS challenged this national trend and achieved a higher A8 score than that of Summer 2022.

	2021	2022	2023
Attainment 8	36.63	42.50	40.21
A8 Disadvantaged	30.56	36.40	37.80
A8 Non Disadvantaged	41.09	46.69	42.20

Priority 5

Early identification of barriers to learning for DP students on entry at KS2, focusing on Low attending students

A successful Summer School was provided during the summer holidays. Summer school ran from Tuesday 29th August to Friday 1st September. Pupils took part in the AHS Transition Award, with 45% of DP pupils in attendance completing the AHS Transition award as well as a range of curriculum-based lessons.

Through forms completed by primary schools and follow up visit key DP pupils were identified and any barriers to learning identified by the Primary School were discussed and actions put in place to support the pupils transition from primary to secondary school. Transition Day was held on Wednesday 5th July with all DP pupils attending the day. Further visits to primary schools were conducted until the end of the term by the transition lead to address any issues that arose from the transition day or subsequent parental meetings. During the transition day all pupils completed their GL Assessments NGRT. This allowed the data below to be calculated for our DP cohort, subsequently intervention during form-time and after-school, to support our weakest DP readers, was started in the first week of the academic year in September. The reading data does indicate a gap between DP and non-DP Year 7 readers who are at functional reading age, however the early identification has allowed immediate interventions and closing of this gap to occur.

Year Group	YR7 DP
At Functional RA Sept 23	67% 32/51
	Non-DP
At Functional RA Sept 23	88% 58/66

Priority 6

The attendance gap between Disadvantaged and their non disadvantaged peers is significantly reduced to support the progress and learning of our disadvantaged pupils.

The attendance gap between DP and NDP pupils for the academic year 21/22 represented a 2.81% gap between the DP and NDP pupils. The overall attendance figures for pupils for this academic year was for DP- 88.39% and for NDP- 91.20%. In contrast for the academic year 22/23 the attendance gap was 2.23%, with DP overall attendance being 91.41% and for NDP- 93.64%. Although not a significant reduction has been seen for the last academic year it can be noted that DP pupils' overall attendance has improved by 3.02%, demonstrating that the interventions and support put for pupils is having an impact on pupils' attendance as well as having a direct impact on pupils

Externally provided programmes.

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Football in the Community	Wigan Athletic Football Club