

# Pupil premium strategy statement – Atherton High School

This statement details our school's use of pupil premium (and recovery 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	568
Proportion (%) of pupil premium eligible pupils	48.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years (2 <sup>nd</sup> of 3 years)
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs L Turner Headteacher
Pupil premium lead	Mr D Farrer Assistant Head
Governor / Trustee lead	Charlotte Hanrahan Vice Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,400
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
<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>	

# 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.

2025/26 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 of 48.2% means almost half of AHS entire cohort are disadvantaged. This along with 32.8% of our cohort living the top 10% most deprived areas in the country and 40.2% in the top 20% most deprived means everything we undertake in school impacts a significant portion of the most vulnerable young people not only in the local area but nationally.

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. Evidence also indicates that pupils experiencing socio-economic barriers will ultimately be able to thrive in the backdrop of calm and ordered environments, with clear and predictable routines, precise support and instruction around literacy as well as high quality subject content.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support such as their literacy 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.

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 2025 are fully supported on their start to high school.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy - <i>Some pupils from more disadvantaged backgrounds arrive in our settings with below average attainment in reading. This can also indicate gaps in background knowledge, including vocabulary, which may impact on their progress in other subject areas.</i>
2	Attendance, Behaviour and Relationships - Some pupils who are experiencing socio-economic disadvantage have lower attendance than their peers, which then impacts on both their academic performance, their involvement in wider school life and sense of belonging.
3	Safeguarding, mental health and well-being - Some pupils in our setting have social, emotional and mental health needs, above that of their peers.
4	Aspiration, beyond the classroom learning and cultural capital - Many pupils from more disadvantaged backgrounds have financial barriers to accessing events/places beyond the boundary of the local area.

## 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>Priority 1</b></p> <p>Strong support structures for the weakest students by organising reading interventions and monitoring.</p> <p>Increase in reading competence and comprehension such that gaps between disadvantaged and non-disadvantaged students narrow across KS3 and KS4.</p> <p>All DS pupils communicate (Reading, writing, oracy) for their age expected standard.</p> <p>GL reading assessments completed during Summer School or in first week of Y7 to identify DS pupils requiring immediate reading intervention reducing the number of DS students below expected reading standard.</p> <p>YARC analysis enables teachers to deliver bespoke reading interventions. All teachers who deliver reading interventions have regular evidence based CPD to ensure intervention is high quality.</p>	<ul style="list-style-type: none"> <li>WAVE 3 literacy support for weakest readers to show rapid improvement throughout the year. Evidence of this improvement will be evident from improved reading data and better outcome during curriculum summative assessments</li> <li>The number of disadvantaged students receiving intervention is monitored each half term to assess impact of intervention resulting in the number of DS/SEND pupils receiving targeted intervention to be reduced because of effective support structures.</li> <li>Percentage of pupils achieving age expected standard in GL assessments increases.</li> <li>Ambitions for ALL pupils to have a reading age matching their chronological age.</li> </ul>
<p><b>Priority 2</b></p> <p>A reduced attendance gap between Disadvantaged and their non disadvantaged peers to support the progress and learning of our DS.</p>	<ul style="list-style-type: none"> <li>The attendance lead tracks and monitors the attendance of all disadvantaged pupils. Sustained high attendance such that by July 2026 the average attendance for all students being no less than 95% and the gap between DS and non-DS being reduced.</li> </ul>

<p>Decrease in PA for all students and a decrease in the proportion of disadvantaged students with PA.</p> <p>Decrease in SA for all students and a decrease in the proportion of disadvantaged students with SA.</p> <p>Early identification of barriers to learning for DS students on entry at KS2, focusing on Low attending students</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>• Implement a successful summer school to support transition for all pupils, specifically DS and SEND pupils.</li> <li>• Primary to Secondary communication to identify barriers to learning or pastoral intervention required for some pupils.</li> <li>• Additional targeted visits to AHS in the summer term for SEND/DS.</li> </ul>
<p><b>Priority 3</b></p> <p>Greater mental health and wellbeing provision for all students, especially disadvantaged students and a promotion of relational approaches and a sense of belonging across all areas of school.</p> <p>Correct signposting for students with emerging issues and promote an understanding of the link between ACE's and trauma.</p> <p>Parental engagement and education such that they can better support their children.</p>	<ul style="list-style-type: none"> <li>• Students and parents have a range of proactive materials to enable early targeting and self-help.</li> <li>• Student to have a greater awareness and wider understanding of the offers/support school can offer.</li> <li>• Interventions are in place for those who demonstrate a need in this area and reviews shows improvement in the ability for those who access to learn successfully within school.</li> <li>• Those in receipt of interventions show increasing ability to regulate.</li> <li>• There is a reduction of incidents for key pupils in terms of behaviour and referrals.</li> <li>• Those in receipt of interventions improve their attendance to school.</li> </ul>
<p><b>Priority 4</b></p> <p>Increased routes into post 16 and a decline in NEETS for all disadvantaged students</p> <p>To raise the aspirations of all disadvantaged students through quality CEIAG and strategic use of RONI data.</p> <p>Increasing numbers accessing all enrichment activities including weekly clubs and trips</p> <p>Pupils receive a wide, rich set of experiences from beyond the classroom learning to develop their cultural capital through enrichment opportunities. (School trips)</p> <p>School council has a full representation at all of levels of DS students and Y11 prefects has a good level of DS representation.</p>	<ul style="list-style-type: none"> <li>• Destinations data shows that there is a decline in the number of NEETS overall.</li> <li>• Destinations data shows that all disadvantaged students have started an aspirational pathway at post 16.</li> <li>• Registers for enrichment have a proportionally higher number of DS compared to the overall DS figures.</li> <li>• Through strong curriculum design all pupils will have experience and event/trip to develop their cultural capital</li> <li>• School council and Y11 prefects have a proportionally higher number of DS compared to the overall DS figures.</li> </ul>

## 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: Teaching – CPD Recruitment and retention - £35,026 (includes CPD, R&R, literacy costs and educational subscriptions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy – continue implementing AHS reading strategy (reciprocal reading). This focuses on improving the modelling of reading and writing across the curriculum.</p> <p>Morning form time reading, Wave 3 morning reading (including phonics, if required) and reading enrichment clubs</p>	<p>AHS is a reading school and the impact on all pupils, but specifically DS, is that the proportion of pupils at functional and chronological age increases throughout Y7 – 10. Being at least at functional reading age ensures pupils can access curriculums successfully and have the opportunity to make good progress.</p> <p>Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension. This disciplinary literacy supports the development of vocabulary and background knowledge to enable greater levels of independent reading and understanding.</p> <p><a href="#">Improving Literacy in Secondary Schools</a>  <a href="#">GL Assessment Read All About It, 2020</a>  <a href="#">Phonics   EEF</a>  <a href="#">Reading comprehension strategies   EEF</a>  <a href="#">Reciprocal Reading - trial   EEF</a>  <a href="#">Metacognition and Self-regulated Learning   EEF</a></p>	1,4

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

Budgeted cost: ££95,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1-2-1 / small group academic intervention</p> <p>Morning form time reading, Wave 3 morning reading (including phonics, if required) and reading enrichment clubs</p>	<p>Pupils identified as having significant gaps in knowledge can be eligible to access 1-2-1/small group intervention that aims to make rapid progress in closing existing gaps and pre-teaching to support student.</p> <p><a href="#">One to one tuition   EEF</a>  <a href="#">The Knowledge. How to get the most out of Pupil Premium</a></p>	4

Training for staff to deliver reading and writing interventions	Direct intervention for reading (phonics, fluency and developing understanding) <a href="#">One to one tuition   EEF</a>	4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £118,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral, Attendance Officer and welfare officer with a focus on attendance and well-being to remove the barriers to the classroom and attending school.</i>	<p>We know that tackling persistent absence has risen to the top of many schools' agendas. And, with pupils eligible for PP funding more likely to be persistently absent from school, there is a clear role for everyone in school to priorities attendance as the links between attendance and outcomes are intrinsically linked.</p> <p>Promoting an understanding of the link between ACEs and trauma within schools and provide better access to therapeutic support and more specialist targeted support for those where this link exists.</p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1669908817">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1669908817</a>  <a href="#">Adverse Childhood Experiences (ACEs): educational interventions   Iriss</a></p>	2,3
Professional Therapies and welfare support - "All Child" funding. In house professional support who will work with the 30 most vulnerable families at AHS - HCFT (Holistic Child and Family Therapy) - Peter Owen "Mind healer" - Mental Health support team	<p>Wider professional support can support young people who have suffered any form of trauma and require support to enable them to attend and achieve in school.</p> <p><a href="#">Together, every child and young person can flourish - AllChild</a>  <a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a></p> <p><a href="#">Social and emotional learning   EEF</a></p>	3
To continue to implement school routines and embed the expectations and consistency of the school behaviour policy via CPD	<ul style="list-style-type: none"> <li>• 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.</li> <li>• DS Students requiring intervention following absence, exclusion or illness are supported through robust reintegration meeting.</li> <li>• In year admissions to be carefully assessed and integrated properly into curriculum, with specific focus on DS pupils, ensuring that key data is shared with all staff who will teach/support the pupil.</li> <li>• Behaviour for Learning Training for all staff focussed on how leaders and staff create a safe, calm, orderly and positive environment</li> </ul>	2

	<p>in the school and the impact this has on the behaviour and attitudes of DS students.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Create CIAEG structure to achieve 100% on all Gatsby benchmarks and support DS pupils do not become NEETs.</p>	<ul style="list-style-type: none"> <li>• CIAEG woven into the KS3 and 4 Personal Development curriculum.</li> <li>• CIAEG specific drop-down days for KS3/4 to support DS in their knowledge and understanding of the world of work, qualifications needed and skills, qualities.</li> <li>• KS4 DS pupils targeted for intense careers advice and support to ensure aspirations are met.</li> <li>• Use of RONI data provided to CIAEG lead to identify any further barriers to learning for DS students.</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>DS receive a wide, rich set of experiences from beyond the classroom learning to develop their cultural capital through enrichment opportunities.</p> <p>Financial support for pupils to improve sense of belonging and involvement in wider curriculum as well as learning.</p>	<ul style="list-style-type: none"> <li>• Positively discriminate for DS students in additional clubs and activities to increase cultural capital. DS pupils to attend at least 1 enrichment club.</li> <li>• CLs to map beyond the classroom learning for DS and Non-DS pupils to access throughout the year.</li> <li>• Half-termly analysis of enrichment club attendance to identify DS pupils not attending enrichment opportunities. Meeting with pupil and parent set up to identify.</li> <li>• Pupil voice to analyse participation.</li> <li>• Music lessons to support musical interests and talents.</li> <li>• Create a beyond the curriculum offer and track DS attendance.</li> <li>• Reduction in cost of all trips for DS</li> </ul> <p><a href="#">Belonging Schools   Teach First</a></p>	4
<p>Breakfast club</p>	<p>Increasing rises in the cost of living has resulted in the schools DS figures increases and an increase in the number of pupils who do not have access to breakfast at home.</p> <p><a href="#">Local-indicators-of-child-poverty-after-housing-costs_2024_Main-Report.pdf</a></p> <p><a href="#">Cost of living latest insights - Office for National Statistics</a></p>	

**Total budgeted cost: £248,400**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### 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 CLs. This then ensures that our most vulnerable pupils are at the front and centre of our curriculum thinking. Alongside the CL learning walks each department completed a CCD, led by the DH responsible for curriculum. These provide an opportunity to feedback on teaching and learning and curriculum to ensure departments are providing quality first teaching and have strong curriculums. They also identify areas for departments to develop to improve the educational diet all pupils receive. Staff participate in weekly Teaching Learning Communities as well Departmental curriculum meetings and departmental CPD Knowledge meetings to focus on effective classroom and specific pupil strategies to close the learning gap and to raise expectations. Outcomes and internal data for disadvantaged pupils show that despite a decline of 0.77 in attainments the gap to non-disadvantaged reduced by 0.6. All internal data suggests the CPD and the focus on disadvantaged have had positive impacts an example being as pupils move through the school more disadvantaged pupils read at chronological and functional reading age, see priority 2 for full breakdown

### Priority 2

**Implement support structures for the highest percentage of DS students to organise the intervention and monitoring of the highest of DS pupils to maintain and enhance the accountability for those staff in charge of DS, literacy, SEND and Pastoral interventions. All DS pupils communicate (Reading, writing, oracy) for their age expected standard.**

- All Y11 pupils accessed targeted intervention during form time to close gaps identified from assessment. Impact – No P8 for so attainment figures used. Disadvantaged pupils achieved a A8 score of 33.6 and the A8 gap reduced by 0.6, however there was a decline of 0.77 from 2024,
- Wave 3 reading intervention. Pupils accessing reading intervention.

Yr7 – 12 pupils	Yr8 – 17 pupils	Yr9 – 12 pupils	Yr10 – 5 pupils
7 disadvantaged	12 disadvantaged	10 disadvantaged	5 disadvantaged

DS account for 74% of pupils accessing morning wave 3 reading intervention, this is 26.5% higher than proportion of disadvantaged pupils at AHS (47.5%). The number of DS pupils receiving targeted reading intervention reduced over the academic year, 9 pupils significantly increased their reading age meaning they returned to whole class reading. Although numbers of DS 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 DS pupils not achieving age expected Reading Ages.

- June 2025 reading data can be seen below. KS3 functional and chronological reading age are shown and show progression from 7 through to 10, Y8 has been the area prioritised for 2024-25, they have received the greatest level of reading intervention and this will continue into the 2025-26 academic year as they continue to statistically weaker than other year groups. This progression in more disadvantaged pupils being at functional and chronological reading age as they progress through the school highlights the impact the reading strategies have on disadvantaged pupils throughout their journey at AHS. The priority however remains with the ambition for all pupils to achieve a Functional reading age by the end of year 9.

DS Functional reading ages July 2025				DS Chronological reading ages July 2025			
Yr7	Yr8	Yr9	Y10	Yr7	Yr8	Yr9	Y10
62.07%	50%	74.07%	76.79%	46.55%	43.75%	64.81%	67.86%

### Priority 3 – Reduce the attendance gap

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

2022/23	2023/24	2024/25
Disadvantaged = 88.3%	Disadvantaged = 87.8%	Disadvantaged = 89.84%
Non disadvantaged = 93.0%	Non disadvantaged = 93.4%	Non disadvantaged = 93.46%
Gap = -4.7%	Gap = -5.6%	Gap = -3.62

The attendance gap between DS and NDS pupils for the academic year 24/25 has improved. Non DS maintained around the 93.4% region but DS improved by 2% on the 2023/24 academic year.

### Priority 4 – Greater mental health and wellbeing provision

**Greater mental health and wellbeing provision for all students, especially disadvantaged students and a promotion of relational approaches and a sense of belonging across all areas of school.**

*Correct signposting for students with emerging issues and promote an understanding of the link between ACE's and trauma.*

Last year we employed two therapists from Holistic Child and Family Therapy who worked with 10 pupils per half term carrying out intensive holistic therapy and support relating to ACE's and trauma that they have experienced thus far in their life. Pupils reported that they felt calmer about the experiences that

they have had and were able to better manage their emotional reaction to their past. During this intensive work pupils were equipped with coping mechanisms that they could use in school and at home.

We also employed Peter Owen 'The Mind Healer' who worked directly with pupils on a one-to-one basis, helping them to achieve an 'emotional shift in minutes not months'. Peter was able to see over 50 pupils across the course of the year, some with access to more than one therapy session with him. Students reported that they no longer felt upset, anxious, worried or angry towards their past life experiences (significant ACE's and significant trauma in some cases) and that they could better cope with their day-to-day life. Pupils who had access to the therapy were confident in requesting further support from their head of year or the welfare manager should they have felt that they required further support. Significant changes in behaviour were seen and pupils reported feeling calmer and better able to manage their emotions.

The school's welfare manager also offered low level interventions and support to deal with day-to-day concerns, with the aim to resolve the concern and ensure that pupils are in lessons and learning. After support had been given the pupil would return to lesson, using the strategies given in school to better manage and the welfare manager would contact home where appropriate to discuss concerns and strategies they can use to support their child.

The welfare manager works with the attendance officer in supporting EBSA pupils, ensuring that they have access to relevant internal and external agencies to support with their barriers to education.

#### ***Parental engagement and education such that they can better support their children.***

Parents are fully involved in the referral process for welfare support. The welfare manager or head of year contacts parents if there were concerns and would suggest signposting using both internal and external agencies. Parents were grateful for the offer of support and often recognised that their child required further help and advice. Consent is always requested from parents before internal support is offered, or external referrals are made.

To support parents and pupils, the majority of those who has significant welfare concerns and required multiple agencies involved, an Early Help would be opened with school as the lead practitioner. Through this a robust plan would be written to support the family and the child. This is reviewed 6 weekly and can involve health referrals, young careers support and other external agencies. Most families have been willing to access early help support and have worked with Schools welfare manager on achieving positive outcomes for their child.

#### **Priority 5 – Post 16, enrichment and cultural capital**

Destinations data 2024 – 94.11% accessed FE, apprenticeships or training. 90.6% (29/32) of DS accessed FE, apprenticeships or training. 4.71% NEET (4 pupils) and 9.4% of DS NEET (3 pupils)

School council was made up of 70% DS and both the new Head prefects for the 2025/26 academic year are DS pupils.

After school enrichment. DS participation was proportionally higher, 57% compared to the overall DS figures 47.5%.

Cultural capital – events planned in curriculums to enrich all pupils experience but where DS students gain the most.

- KS4 English - Inspector calls play.

- English Y7 Author visit (all year group)
- Y8 History/Geography trip to Liverpool (Albert Docks and the Slavery Museum)
- KS4 Geography fieldwork
- Y11 Citizenship trip to the Houses of Parliament
- KS3 rewards – Jungle Book performance
- KS4 Drama and Music visit to Winstanley College
- KS4 Drama theatre visit to watch Blood Brothers.
- Y10 I-Media visit to Cadbury World to support in first piece of coursework.
- Y10 Sports Science, Manchester institute of health and performance
- Y7 – Drumming workshop
- France trip Y9-10 pupils. All PP student support financially and we've heavily subsidised 1 pupil who simple couldn't afford due to financial complications at home.
- Spanish/Art Barcelona trip Y8-Y10 pupils, All PP students supported financially.
- Y11 Rewards trip to Trafford. All PP students received gift card.
- Y11 – Mock interview with professionals from industry.

## Externally provided programmes

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

Programme	Provider
Engagement Centre	Cavendish Centre <a href="http://wigan.gov.uk">Engagement centres (wigan.gov.uk)</a>
Alternative Provision	Fixit <a href="#">Fix-It UK Limited</a>