

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	552
Proportion (%) of pupil premium eligible pupils	47.5% (262 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2024
Date on which it will be reviewed	May 2025
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	£241,749
Recovery premium funding allocation this academic year	£0
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>	£0
Total budget for this academic year <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>	£241,749

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.

2024/25 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 47.5% means almost half AHS entire cohort are disadvantaged.

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.

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 2024 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
3	Attendance, Behaviour and Relationships
4	Safeguarding, mental health and well-being
5	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>Quality first teaching and learning for all PP students.</p> <p>DP attainment at KS4 to improve and reduce the attainment gap between DP and NDP students during KS3 and KS4 assessments</p>	<ul style="list-style-type: none"> • 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. • Increased attainment (No progress in 2024/25) for DP students. • Subject Specialist TA support in English, Maths and Science to allow 1:1 classroom support and targeted intervention sessions.
<p>Priority 2</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 DP 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 DP pupils requiring immediate reading intervention reducing the number of DP students below expected reading standard.</p>	<ul style="list-style-type: none"> • 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 • 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. • Percentage of pupils achieving age expected standard in GL assessments increases. • Ambitions for ALL pupils to have a reading age matching their chronological age.
<p>Priority 3</p>	<ul style="list-style-type: none"> • The attendance lead tracks and monitors the attendance of all disadvantaged pupils. Sustained high

<p>Significantly reduced the attendance gap between Disadvantaged and their non disadvantaged peers to support the progress and learning of our disadvantaged pupils</p> <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 DP students on entry at KS2, focusing on Low attending students</p>	<p>attendance such that by July 2025 the average attendance for all students being no less than 95% and the gap between disadvantaged students and non-disadvantaged students being reduced.</p> <ul style="list-style-type: none"> • The school's attendance strategy is followed for those disadvantaged pupils not meeting attendance targets and internal or external intervention is implemented where required. • 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. • Additional targeted visits to AHS in the summer term for SEND/DP pupils.
<p>Priority 4</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"> • Students and parents have a range of proactive materials to enable early targeting and self-help. • Student to have a greater awareness and wider understanding of the offers/support school can offer
<p>Priority 5</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 DP students and Y11 prefects has a good level of DP representation.</p>	<ul style="list-style-type: none"> • Destinations data shows that there is a decline in the number of NEETS overall. • Destinations data shows that all disadvantaged students have started an aspirational pathway at post 16. • Registers for enrichment have a proportionally higher amount of DP students compared to the overall DP figures • Through strong curriculum design all pupils will have experience and event/trip to develop their cultural capital • School council and Y11 prefects have a proportionally higher amount of DP students compared to the overall DP figures

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: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention	<p>Quality first teaching along with strong curriculums are the most important tools schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and disproportionately advantaged children eligible for the Pupil Premium.</p> <p>The Knowledge. How to get the most out of Pupil Premium Feedback EEF</p>	1, 2
CPD - Continually develop teachers to implement consistent, high-performance delivery of the teaching and learning priorities	<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. • Time provided for departmental CPD time to focus on CPD-Curriculum and CPD-Knowledge to match the improvement priorities within T&L and curriculum. <p>Teaching and Learning Toolkit EEF</p>	1, 2
Literacy – continue implementing AHS reading strategy (reciprocal reading) Morning form time reading, Wave 3 morning reading (including phonics, if required) and reading enrichment clubs	<p>AHS is a reading school and the impact on all pupils, but specifically DP, is that the proportion of pupils at functional and chronological age increases throughout Y7 – 10. Being at least at functional reading age ensure pupils can access curriculums successfully and have the opportunity to make good progress. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension.</p> <p>Improving Literacy in Secondary Schools GL Assessment Read All About It, 2020 Phonics EEF Reading comprehension strategies EEF Reciprocal Reading - trial EEF</p>	2, 5

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

Budgeted cost: £100,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-2-1 / small group academic intervention Morning form time reading, Wave 3 morning reading (including phonics, if required) and reading enrichment clubs	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 One to one tuition EEF The Knowledge. How to get the most out of Pupil Premium	1, 5

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

Budgeted cost: £114,704

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>	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. 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 Working together to improve school attendance (applies from 19 August 2024) https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1669908817 Adverse Childhood Experiences (ACEs): educational interventions Iriss	3, 4
Professional Therapies and welfare support - HCFT (Holistic Child and Family Therapy) - Peter Owen "Mind healer" - Mental Health support team	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 Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK Social and emotional learning EEF	4

<p>To continue to implement school routines and embed the expectations and consistency of the school behaviour policy via CPD</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>	<p>3</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 woven into the KS3 and 4 Personal Development curriculum • 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. <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>5</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 • Reduction in cost of overseas trips for DP students 	<p>5</p>
<p>Breakfast club</p>	<p>Increasing rises in the cost of living has resulted in the schools DP figures increases and an increase in the number of pupil who do not have access to breakfast at home.</p> <p>Local-indicators-of-child-poverty-after-housing-costs_2024_Main-Report.pdf Cost of living latest insights - Office for National Statistics</p>	

Total budgeted cost: £241,749

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 CL's. This then ensures that our most vulnerable pupils are at the front and centre of our curriculum thinking. Ofsted inspection (January 2024) stated the curriculum for pupils is ambitious, teacher use their strong subject knowledge to design effective learning opportunities and that strategies that teachers use to address pupils' misconceptions are effective meaning pupils build on their learning well over time. 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.

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.

- All Y11 pupils accessed targeted intervention during form time to close gaps identified from assessment. Impact – Disadvantaged pupils achieved a P8 score of -0.1 (SISRA), an improvement of 0.12 from 2023 results data.
- 33% of PP cohort accessed the free online tuition subsidised by the DFE and school. 70% achieved positive individual P8 measures
- Wave 3 reading intervention. Pupils accessing reading intervention

Yr7 – 16 pupils	Yr8 – 16 pupils	Yr9 – 15 pupils	Yr10 – 6 pupils
12 disadvantaged	11 disadvantaged	10 disadvantaged	2 disadvantaged

The number of PP/SEND pupils receiving targeted reading intervention has reduced over the academic year 23/24. 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 pupils not achieving age expected Reading Ages. Functional reading ages July 2024

- June 2024 reading data can be seen below. KS3 functional and chronological reading age are shown and clearly show progression through the years. 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.

Functional reading ages July 2024	Chronological reading ages July 2024
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Yr7	Yr8	Yr9	Yr7	Yr8	Yr9
54.72%	61.4%	82.46%	37.74%	56.14%	63.16%

Priority 4 To reduce outcomes gap between DP and NDP students

August 2024 data outlined below, clearly indicates that disadvantaged pupils are continuing to make better progress over time.

2022	2023	2024
-0.82	-0.22	-0.1

This a direct impact of high-quality teaching and learning and individual tailored intervention before, during and after school. Although a gap remains and has slightly increased in 2024, see below table, it is clear to see that disadvantaged students are making expected progress due to strong curriculums, quality first teaching and targeted intervention.

Disadvantage gap		
2022	2023	2024
-0.50	-0.07	-0.18

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. Pupils took part in the AHS Transition Award as well as a range of curriculum-based lessons. Through forms completed by primary schools and follow up visits 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 4th 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 summer school and the 1st week of term all pupils completed their GL Assessments NGRT. This allowed data to be calculated for our DP cohort, subsequently placing the weakest readers in reading interventions during form-time and after-school.

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.

2022/23	2023/24	2024/25 Year to date
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
<p>The attendance gap between DP and NDP pupils for the academic year 23/24 worsened by 0.9% compared to 22/23 due to 23/24 DP attendance dropping by 0.5% and non-DP pupils attendance improving by 0.4%, however there have been significant improvements this year and currently the attendance gap has reduced because DP students attendance has improved</p>		

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 Engagement centres (wigan.gov.uk)
Alternative Provision	Fixit Fix-It UK Limited
Football in the Community	Wigan Athletic Football Club
Online GCSE tutoring	Mannings Tutors Engaging Tuition for All Levels Manning's Tutors

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>