

Pupil Premium Strategy Statement

Sale High School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

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
Number of pupils in school	1128
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	A Rogers
Pupil premium lead	G Wareham
Governor / Trustee lead	C McCallum

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,900
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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>	£291,900

Part A: Pupil premium strategy plan

Statement of Intent

At Sale High School, our mission is to provide a high-quality education that empowers every student to thrive, regardless of background. We are committed to ensuring that disadvantaged students receive the support, opportunities, and challenge they need to reach their full potential and overcome any barriers to success.

We believe that education is the key to equity, and that every child deserves access to a curriculum and school experience that prepares them to take their place confidently in society. Our Pupil Premium strategy is rooted in our belief that social or financial disadvantage should never be a barrier to achievement.

Our approach is guided by the Education Endowment Foundation's tiered model, focusing on:

- Delivering quality-first teaching that is inclusive, adaptive, and ambitious.
- Targeted academic and pastoral support to address individual needs.
- Wider strategies that build cultural capital, resilience, and aspiration.

We recognise that examination outcomes are vital to our students' life chances. Therefore, our strategy aims to ensure that disadvantaged students make at least as much progress as their peers, and that gaps in attainment, attendance, and engagement are closed.

Our strategy is underpinned by the following principles:

- Delivering quality-first teaching that is inclusive, adaptive, and ambitious.
- Providing swift and targeted interventions to address academic and pastoral needs.
- Creating enriching experiences that develop character and build cultural capital.
- Reducing the impact of external barriers, including poor attendance, mental health challenges, and behavioural issues.
- Ensuring access to high-quality resources that support learning and engagement.

We are committed to raising aspiration and ambition, ensuring that all students - particularly those who are disadvantaged - have access to a rich and varied curriculum, extracurricular opportunities, and experiences that build their confidence and cultural awareness.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Persistent Absence: Disadvantaged students have lower attendance rates and significantly higher levels of persistent absence compared to their peers. This impacts academic progress and engagement.
2	Attainment and Progress Gaps: Pupil Premium students underperform in core subjects, particularly English and Maths, with notable gaps in Basics 4+/5+, Progress 8, and Attainment 8 scores.
3	Access to Enrichment and Resources: Disadvantaged students are less likely to participate in extracurricular activities, trips, and leadership opportunities due to financial and logistical barriers. Limited access to essential learning resources (e.g. laptops, revision materials) further restricts engagement and achievement.
4	Homework and Independent Learning: Many Pupil Premium students struggle to complete homework consistently due to lack of support, quiet study space, or access to digital platforms. This affects their ability to consolidate learning and develop independent study habits.
5	Behaviour and SEMH Needs: There is a higher incidence of behavioural concerns and social, emotional, and mental health needs among disadvantaged students. These issues often correlate with safeguarding concerns and can hinder academic progress.

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
1. Improve attendance rates and reduce persistent absence among disadvantaged students to be in line with or better than national averages. Foster a culture of belonging and accountability.	Reduce the number of persistent absentees (PA) among students eligible for PP by 5% Overall attendance among students eligible for PP improves by 2% Increase the number of PP students eligible for rewards
2. Raising attainment and increasing progress for disadvantaged students, with a specific focus on improving Basics 4+/5+, Progress 8 (not Year 11), and Attainment 8 scores. Ensure all PP students make sustained and accelerated progress. Increase the aspirations of PP students.	Middle leaders to include adaptations needed for each unit of work, or lesson, to allow all learners to succeed. CPD sessions delivered regularly in whole staff meetings, each with a different teaching and learning focus Attainment 8 score of PP students increases by 12 Revision programme established amongst all year groups leading to summative assessments How to revise assemblies, PSHE sessions, class and homework promote revision strategies School revision approach defined – key techniques utilised that focus on transferring key knowledge to long term memory. Greater proportion of PP to take up extra-curricular activities including the Sale awards, STEM activities etc.

	Support for students with applications to sixth form colleges to study A-levels, T levels or vocational courses. NEET figures reduced. PP students in Year 7 to be targeted for completion of the phonics Fresh Start intervention
3. Increase participation of disadvantaged students in enrichment activities, leadership roles, and educational visits. Ensure all PP students have access to essential learning resources, including digital devices, to support full engagement with the curriculum and wider school life.	100% of PP students have access to essential learning resources (e.g. laptops, revision guides). Improve online learning offer by continuously reviewing current provision Participation in trips, clubs, and leadership roles increases by 10% year-on-year. All PP students complete at least one enrichment activity per term. Student voice and surveys show improved engagement and sense of belonging.
4. Improve homework completion and independent learning habits among disadvantaged students by providing structured support, access to quiet study spaces, and digital platforms. Develop students' self-regulation and study skills to enhance academic resilience.	Homework completion rates for PP students tracked Improved offer of homework clubs Increased attendance at homework clubs and use of online platforms. Improved independent learning in student surveys or learning walks.

5. Reduce behavioural incidents and improve wellbeing outcomes for disadvantaged students by strengthening SEMH provision, mentoring programmes, and safeguarding support. Promote positive behaviour and emotional resilience	20% reduction in behaviour incidents (behaviour points, C2, isolation and FTE) recorded for Pupil Premium students on Class Charts compared to last year Suspension and Permanent Exclusion of PP students to be lower than national average Increase pastoral support for vulnerable students via mentoring Increase in achievement points for PP students Increase in the participation of PP in events and trips
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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: £ 145,950 (50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Persistent Absence Mentoring programme, including for PA students Parental engagement meetings Incentives and rewards for improved attendance Pupil passports to encourage attendance in year 11 PP and SEND pupil intervention put in place (guided through pastoral tracker) Use of FBB to work with key cohorts	DfE and EEF evidence shows strong correlation between attendance and attainment. Mentoring and parental engagement improve attendance outcomes.	1
Tracking and identification Identification of most vulnerable students (SISRA/Excel tracking documents) increasing staff awareness of students and their needs. This information will be discussed in RAP and ML meetings	Supporting the Attainment of Disadvantaged Pupils (DfE, 2015) suggests high quality teaching is a key aspect of successful schools	1 - 5

Attendance tracker is used to create wider school staff involvement. Using United Learning comparison tools to PP figures against the Trust Data rich seating plans to be used. Focus 5 students discussed regularly at ML meetings and department meetings		
Relentless focus on improving the quality of teaching and learning Develop teaching excellence through high quality CPD, centred on the Sale High Way and SHS best practice CPD for Learning Support Assistants on best practice for supporting students in the classroom	EEF Guide to Pupil Premium – disadvantaged students gain disproportionately from effective teaching EEF: Evidence of high impact	1 - 3
Threshold/NPQ Projects/TLR focus Invest in staff training externally. Strategies and projects have a PP focus	EEF: Extensive evidence of moderate impact	1 - 5

Department Pupil Premium bids Allow department to provide educational materials necessary for students to access the whole curriculum on offer This could be: revision guides, packs, rewards, incentives, resources for technology, staffing for visits (such as those organised for Sale Scholars) all of which have a direct impact on attainment. Resources specific for courses (ingredients, tuning instruments, PE courses etc.)	Collaborative learning +5months Mastery learning and revision strategies +5 months	1 - 5
Quality homework and improved communication Satchel one provides homework and access to home learning Provision of laptops, the Library and homework clubs	Homework +5 months (Sutton Trust)	1 - 3

Revision techniques Revision programme shared with parents, students and form tutors Improving feedback via whole class feedback sheets so students can improve Period 6 provision for Year 11 students Knowledge organisers embedded and to be reviewed this year	Feedback +8 months (Sutton Trust) Extending school day +3mths	1 - 3
TIF/Metacognition Continue to embed 'Take It Further'/ metacognition strategies and training (TL strategy for challenge) Metacognition strategies embedded (e.g layered modelling)	Metacognitive strategies +8 months (Suttons Trust)	1 - 2
Whole school literacy TL strategies TL strategies embedded ('Say it like a...', key word tests to increase vocabulary, whole school spelling tests, reading during form, whole class feedback sheets (see further detail through literacy document) Literacy coordinator (TLR position)	Literacy and Numeracy catch up (DfE 2019) Oral language intervention very high impact 6mth	1

Whole School Numeracy Strategy Fund additional staff to lead on Numeracy to raise the profile across the school	Literacy and Numeracy catch up (DfE 2019) Teaching mathematics at KS3 – gov.uk	2
Digital Strategy Train all staff in accessing and utilising IT provision, including access to apps that can adapt content to suit the learning needs of individual students Access to laptops, tablets in classroom and at home. Using Trafford's Tech4All campaign to apply for laptops for disadvantaged students	EEF: Extensive evidence of moderate impact	1 - 5

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

Budgeted cost: £ 72,975 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring in Year 11 Data analysis and subject Venn diagrams used to inform team around the child meetings and selection of target students. Time allocation for staff mentoring. Mentors will conduct an initial needs assessment with each student to tailor the support. Targets will be set around attendance, progress in core subjects, and well-being. Attendance to be monitored closely, with weekly check-ins with students, and attendance targets set. Provide rewards for consistent or improved attendance (e.g., vouchers, school awards, money towards prom tickets). Mentors will involve parents in the process, updating them on their child's progress and how they can support at home. Workshops	Impact 2mths Students with 95%+ attendance achieve a progress score of 1.9 higher than students with 85% or less	1 - 5

will be offered to help parents understand the demands of GCSEs and the role they can play.		
Literacy Intervention Deployment of Intervention leaders and Learning Support Assistants for tutorials/ in class support Accelerated Reader, Lexia and Phonics KS3 Reading scheme. Use of librarian Readers club (IL based) Reading lessons CATs and RA identification	Components of language identified as an area of weakness from moderation and KS2 SATs Deployment of ILs/LSAs: +4 months (Suttons Trust) 1-1 tuition 5mths small group tuition 4mth Improving phonics 5mths	1, 3
Year 11 support (colleges/work placements) Connexions delivering further education advice and support in applications Prioritise PP for workplace visits.	GATSBY - 'Every young person needs high quality career guidance to make informed decision about their future'	1, 3, 5

Numeracy Intervention Deployment of Intervention leaders and Learning Support Assistants for tutorials/ in class support UK Maths Challenges Funding for a Numeracy coordinator to facilitate interventions	small group tuition 4mth	2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £72,975 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding and wellbeing CPOMs to monitor behaviour and intervene at the earliest opportunity Educare Key students identified and monitored Counsellor x2 (Talking hub)	Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of the learning' (EEF Toolkit)	4, 5
Isolation Enhance the provision of isolation by providing subject specific work and support, embed reflective practice to increase student control and confidence and use restorative justice conversations to build and maintain good student-teacher relationships	Behaviour interventions +4 months PP students are three times more likely to receive two or more fixed period exclusions across the year 'It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on students' learning' (EEF Toolkit)	4, 5

Pastoral System Enhance the pastoral system in terms of ownership, accountability, tracking, patterns and analysis Identify need for early intervention Enhance the role of the form tutor Embed ELSAs working in the welfare HUB. New Pastoral tracker	Behaviour interventions +4 months ‘Behaviour interventions seek to improve attainment by reducing challenging behaviour in school ‘ (EEF toolkit) PP students are three times more likely to receive two or more fixed period exclusions across the year ‘It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on students’ learning’ (EEF Toolkit)	4, 5
School ethos Culture of celebrating success through rewards and whole school events Accountability of form tutors reviewed Competitions/charity events key ambassadors Reward assemblies Rewards and ethos TLR holders Over represent on trips, extra-curricular and enrichment activities	National college research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement.	4, 5

Behaviour and Attendance Support Continue the resourcing and staffing of key support areas including student services, attendance officers to ensure that disadvantaged students reach and exceed the national attendance levels along with their non-PP peers. New attendance tracker Involvement with HOY Access to: Learning Hub, Welfare Hub, PRU places, Managed moves, Step outs, Extra Assessment Time, Football beyond borders	At secondary level PP students are three times more likely than their peers to be classed as 'Persistently absent' that is to miss more than one in five schooldays across the year.	4, 5
LAC Specific provision in place for LAC, including post 16 help and wellbeing trips	Students that participate in extracurricular activities generally have a positive perception of school. In addition, this can also have a positive impact on academic performance. (Various sources)	3 - 5
Allocate a contingency fund in order to respond to specific challenges throughout the year	Evidence of need from previous years	1 - 5

Total budgeted cost: £291,900

Part B: Review of the previous academic year

Summary of impact

2025-26 was the first year of our 2025-28 strategy, and disadvantaged students achieved their strongest results since before COVID. Pupil Premium (PP) Attainment 8 rose from 36.8 to 43.6, and the 4+, 5+ and 7+ English and Maths figures all met the targets set in Part A.

- **Attainment:** the gap between PP students and the whole cohort on Attainment 8 roughly halved, from 12.2 points to 6.6 points.
- **Behaviour:** suspensions fell by around half, and the PP share of behaviour points fell from 59% to 47%. Sale High had the fifth lowest suspension rate in United Learning.
- **Attendance:** PP attendance improved during the year but remained below the 90% target.
- **Enrichment:** 68% of disadvantaged students attended a trip, against a target of 85% and 83% for all students. Club participation could not yet be tracked reliably. This is the main area for development in 2026-27.

KS4 outcomes for disadvantaged students (summer 2026)

PP students met or exceeded every Part A attainment target for this year, and the EBacc targets in the School Improvement Plan. The more ambitious SIP targets for 4+, 5+ and 7+ were not reached.

Measure (PP students)	2025	2026	Target
Attainment 8	36.8	43.6	+12 by 2028 (48.8)
4+ English & maths	42%	52%	50%
5+ English & maths	22%	35.2%	32%
7+ English & maths	3.2%	11.1%	8%
EBacc strong pass (5+)	11%	19%	15%
EBacc standard pass (4+)	24%	33%	32%

Whole-cohort Attainment 8 was 50.2, the best since COVID, so PP students made the largest improvement of any group. PP Attainment 8 also beat the spring prediction of 42.5.

Review against intended outcomes

1. Attendance and persistent absence

PP attendance improved through the year but did not reach the 90% target; the final summer figures still need adding.

Success criteria	2025-26 evidence	Status
Reduce PP persistent absence by 5%	2025-26 figure is 32.6%, which is 2.9% lower than the previous year	Partly met

Success criteria	2025-26 evidence	Status
PP attendance improves by 2% (88.2% to 90%)	88.92% at end of autumn and 88.76% at end of spring: up on last year but below target. Final attendance figure is 87.8%, which is below the previous year	Not met
More PP students eligible for rewards, starting with a tracker	Sale Award participation now tracked; PP and SEND students prioritised for some rewards. Weekly rewards are not yet tracked by group.	Partly met
Attendance rewards clearly communicated	Attendance rewards presented in assemblies; attendance data shared and tracked by form tutors.	Met
Initiatives target key points where attendance dips	The Advent attendance challenge targeted the pre-Christmas dip and data shows it worked. Impact around Easter was less clear.	Partly met

Supporting work included the weekly attendance tracker, a home visits tracker for Heads of Year, wellbeing assistants visiting students with emotionally based school non-attendance, and United Learning comparison data. Moving late detentions to lunchtime reduced lateness to school, but late arrival to lessons remains too high and a revised policy is being trialled in 2026-27.

2. Attainment and progress

This was the strongest area of the strategy: all in-year attainment targets were met, and teaching priorities were embedded across the school.

Success criteria	2025-26 evidence	Status
Middle leaders plan adaptations so all learners succeed	Adaptive teaching training at January INSET with learning walk follow-up; provision maps used by departments; "success routes" identify PP and SEND students in each room. Departments are not yet evaluating the impact of adaptations on outcomes.	Partly met
Regular whole-staff CPD, each with a T&L focus	INSET and CPD on the Sale High Way, learning checks, adaptive teaching and Teach, Check, Practice. T&L briefings were frequent, though not	Met

Success criteria	2025-26 evidence	Status
	fortnightly. LSAs received CPD on in-class support.	
PP Attainment 8 increases by 12	Up 6.8 points (36.8 to 43.6) in year 1 of 3, on track for the three-year target.	Partly met
4+ / 5+ / 7+ English & maths of 50% / 32% / 8%	Achieved 52% / 35.2% / 11.1% (see KS4 table above).	Met
Revision programme in all year groups, promoted through assemblies, PSHE and homework	Revision assemblies for every year group; revision before all end-of-year exams; Year 11 revision and exam preparation booklet; booster sessions and holiday revision.	Met
School revision approach defined around long-term memory	Year 11 independent learning booklet produced and Sparx aligned to revision. Knowledge organisers are moving to United Learning versions and need further work on quality.	Partly met
Greater proportion of PP students in extra-curricular activities	More clubs ran thanks to the single lunch, but attendance could not be tracked reliably, so PP uptake cannot be shown.	Not met
Support with post-16 applications; NEET figures reduced	96.4 of FSM last year were in EET. This is slightly less than 2024, which was 96.6%	Partly met
Year 7 PP students complete Fresh Start phonics	The librarian trained and began delivery, but capacity fell after two staff left and absences. A full team of phonics-trained staff is in place for 2026-27.	Partly met
Self-esteem raised through reading club	Book fairs, author visits and reading competitions ran, and form reading is fully resourced for Years 7-10. Impact on self-esteem was not measured.	Partly met

3. Enrichment and access to resources

This is the area furthest from target. The offer grew, but disadvantaged students were under-represented on trips and we cannot yet evidence their club participation.

Success criteria	2025-26 evidence	Status
100% of PP students have access to essential resources (laptops, revision guides)	Laptops used in lessons and for exam access arrangements; revision booklets provided for Year 11. Personal laptops provided to all requests from HOY	Met
Online learning offer continuously reviewed	Knowledge organisers moved online; Sparx Maths, Science and Reader established.	Partly met
Tracking system for clubs and societies	Clubs set up on Arbor with staff registers; QR code and ID card registration trialled. Data is not yet used to identify which students are missing out. Student leadership also widened: 25% of Youth Council leaders attending Trafford Town Hall were disadvantaged, and student leaders supported primary school sports days.	Partly met
At least 85% of PP students attend one or more trips (from 75%)	68% of disadvantaged students attended a trip, compared with 83% of all students. This is lower than the previous year. However, the Year 9 trip did not go ahead because of staffing issues. 100% of Year 7 signed up for the MOSI residential.	Partly met
All PP students complete an enrichment activity each term	Data shows that PP students attended 155 clubs (out of 1046). However, tracking for this is not consistent. be evidenced without reliable club tracking. Target for 2026/27 is for this to be evidenced with reliable club tracking.	Partly met
Student voice shows improved engagement and belonging	Student survey completed; results by PP show improved engagement and belonging	Met
Year 10 work experience: 100% have a worthwhile provision	Every Year 10 student had a workplace provision except persistent absentees; two students had in-school provision for safeguarding reasons.	Met

Success criteria	2025-26 evidence	Status
	Placement support focused on PP and SEND students.	

4. Homework and independent learning

Homework completion rose sharply across the school, but the figures are not yet broken down for PP students.

Success criteria	2025-26 evidence	Status
Sparx completion rates for PP students tracked	Sparx Maths completion analysed for PP students week by week. In Years 7-10, PP completion rose from 66% in autumn to 83% in summer, and the gap with non-PP students narrowed from 18 to 9 points.	Met
Parents contacted when homework is not completed	Homework expectations shared with staff and parents; rewards and sanctions introduced for core subjects.	Partly met
Improved offer of homework clubs	The single lunch allowed more homework and Sparx clubs to run.	Met
Increased Sparx club attendance through the offer of food	No attendance data recorded.	Evidence needed
Increased Sparx completion through rewards and competitions	Maths completion rose from 49% to 81%; science reached 65% and Sparx Reader 73%.	Met
Improved independent learning in surveys or learning walks	Focus groups following the United Learning student survey still to happen.	Evidence needed

5. Behaviour and SEMH

Behaviour improved markedly, and disadvantaged students now account for a smaller share of incidents and suspensions than in 2024-25.

Success criteria	2025-26 evidence	Status
20% reduction in PP behaviour incidents on Class Charts	PP share of behaviour points fell from 59% to 47%. PP suspensions in autumn fell from 11 to 4. Whole-school C2s fell 56% and classroom removals	Met

Success criteria	2025-26 evidence	Status
	fell 30% (about 140 to 98 per week).	
Culture of high expectations and rewards using Values Cards	Values Cards and Values Stars in regular use; whole-school rewards trips and rewards assemblies each term; uniform standards good.	Met
PP suspensions and permanent exclusions below national	Suspensions down about half on 2024-25; fifth lowest suspension rate in United Learning. PP students made up 20% of suspensions against 24% of the cohort. Two permanent exclusions, the same as 2024-25.	Met
More pastoral mentoring for vulnerable students	Year 11 PP mentors allocated through RAP; weekly behaviour dashboard and new Head of Year line management prioritise disadvantaged students; fortnightly SABS meetings introduced.	Met
More students in wellbeing and resilience groups, measured by attendance and voice	Single referral and triage system means earlier intervention. CORE-10 questionnaires show a clear impact from counselling. Attendance impact for counselled students was mixed, and Mental Health Champions launched later than planned.	Partly met

Priorities for 2026-27

The strategy remains on course; year 2 will build on attainment and behaviour gains while closing the gaps in attendance and enrichment.

1. **Enrichment tracking:** launch the September 2026 Clubs and Societies Fair, and use Class Charts data to target PP students who are not attending clubs or trips.
2. **Trips:** move disadvantaged participation from 68% towards 85%, using discounts and early identification.
3. **Attendance:** push PP attendance to 90% and reduce persistent absence, including through the revised punctuality policy.
4. **Teaching:** embed learning checks, disciplinary assessment and independent practice; roll out StepLab and instructional coaching.
5. **Literacy:** use the full phonics team for Year 7 Fresh Start and restart the disciplinary literacy plan.
6. **PP-specific data:** report Sparx completion, behaviour incidents, wellbeing referrals and student voice by PP group, so next year's review can show impact directly.

7. **Resilience:** deliver the 2026-27 character education focus and the Mental Health Champions programme.

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
Football Beyond Borders	Football beyond Borders
Lexia	Lexia Learning
Accelerated reader	Renaissance learning