

Pupil premium strategy statement – Sale High School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	1021
Proportion (%) of pupil premium eligible pupils	30.66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 -23
Date this statement was published	December 22
Date on which it will be reviewed	December 23
Statement authorised by	J O'Grady
Pupil premium lead	A Cree
Governor / Trustee lead	Lisa Beattie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 339,710
Recovery premium funding allocation this academic year	£ 45,937
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><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></p>	£0
<p>Total budget for this academic year</p> <p><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></p>	£ 385,647

Part A: Pupil premium strategy plan

Statement of intent

Sale High has worked incredibly hard at improving academic outcomes for all. The school has been involved in much focused work on raising achievement and is pleased by the successes achieved. We recognise that this is still more to do, particularly with our higher-level learners, our most vulnerable and our disadvantaged. National data also shows us that our disadvantaged have also been disproportionately affected by the COVID-19 pandemic

Moral Purpose: Our commitment is to educating the whole individual. But we know that examination results matter hugely to the life chances of young people. We would be guilty of a huge disservice to our community if our expectations for them were less than the highest academic standards. The best thing we can do for our young people is provide them with an education that enables them to take their place equally in society with peers from across the whole social spectrum. This has never been so pertinent as now

Success criteria: We want our students to aim high and be proud of themselves. Our aim for the next three years is to be at the top 20% of similar schools in terms of progress made by all key groups of students in our school

The strategy will raise awareness to identify and address the main barriers that disadvantaged pupils face. The barriers to success include issues with literacy, poorer attendance, declining mental health and higher incidences of poorer behaviour. In addition, we wish to raise aspiration and ambition and ensure students have access to rich experiences which develop their cultural and social capital.

In the context of our school, we ultimately wish to improve attainment and progress in all key areas.

Key principles are to:

- Deliver high quality teaching and learning
- Ensure swift and targeted academic and pastoral interventions
- Encourage, empower and ensure enrichment
- Reduce the impact of external barriers, which result in poorer behaviour and attendance Provide high quality educational resources

Challenges

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

Challenge number	Detail of challenge
1	HLL PP make less progress than non PP peers
2	Literacy skills (reading, comprehension) are lower in Year 7 compared to non PP
3	Access to technology and educational resources
4	Behaviour for learning to reduce sanctions including suspension
5	Overall absence shows a PP gap to national.

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
HLL to make progress in line with non-PP peers nationally. Increase the aspirations of PP students	<p>HLL PP make progress in line with non PP peers nationally.</p> <p>Revision techniques are embedded throughout the year groups.</p> <p>Challenge and engagement is embedded throughout the school, seen in lessons</p> <p>Greater % uptake in extra-curricular activities including the Sale awards, STEM activities etc</p> <p>Learners become more independent, metacognition strategies start to become embedded throughout school</p> <p>Removal of barriers to access good quality homework.</p> <p>Applications to sixth form colleges to study A-levels increase</p> <p>NEET figures reduced</p>

	Greater % PP gain higher grades
High levels of progress in literacy for PP intervention groups	<p>PP Pupils in Year 7 make more progress by the end of the year than 'other' pupils.</p> <p>Students meet expected targets</p> <p>Self- esteem raised through reading club</p>
Behaviour issues does not prevent academic success	<p>Fewer behaviour incidents (behaviour points, C3, IE, and FTE) recorded for these pupils on the school system.</p> <p>Suspension of PP and FSM students in line with national data (2018/19 figures)</p> <p>Increase pastoral support for vulnerable students. (The Hub/ELSA)</p> <p>House points PP are in-line with non PP</p> <p>Increase in the participation in house events, school ethos</p>
Increased attendance rates for pupils eligible for PP.	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP in line with national average.</p> <p>Overall attendance among pupils eligible for PP improves in line with 'other' pupils.</p> <p>Increase the number of students eligible for rewards with over 96% attendance</p>
Access to technology and educational resources powers learning and adds to academic success	<p>Ensure results are in line with the previous 3 year trend.</p> <p>Improve online learning offer.</p> <p>Ensure all students have the necessary resources to succeed</p>

	Amend curriculum plans and orders of work to facilitate learning missed
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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: £ 192,823.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tracking and identification SISRA/internal data files/ SIMs Identification of most vulnerable students, increasing staff awareness of pupils/needs RAP/TAC meetings	Greater proportions of students meeting termly expectations, improving P8 outcomes in Y11.	1-5
CPD Training includes PP preview, TIF (target HLL), feedback, KO and retrieval practice, Science led behaviour training from EP	Feedback has a very high impact and low cost 6mth	1-4
Threshold/NPQH Projects/TLR focus Strategies and projects have a PP focus- where PP students are over represented	Feedback has a very high impact and low cost +6mth Collaborative learning +5months	1-5

<p>TL hub to research and embed strategies</p> <p>IGRIP</p>	<p>Specialist designed course for double disadvantaged students.</p>	
<p>Department Pupil Premium bids</p> <p>Develop teaching and learning pedagogy to ensure quality first teaching provision and the distance learning package</p> <p>E.g. revision guides, packs, rewards, incentives, resources for technology, staffing for PP virtual visits to HE institutions (such as those organised for Sale Scholars) all of which have a direct impact on attainment.</p> <p>Resources specific for courses (ingredients, tuning instruments, PE courses etc.) purchased</p>	<p>Collaborative learning +5months</p> <p>Mastery learning and revision strategies +5 months</p> <p>Sutton Trust ‘ the choices that schools make in allocating money will be vital so that the funding can help raise pupils’ attainment and aspirations’ Provide skills to become independent learners.</p> <p>help raise pupils’ attainment and aspirations’ Provide skills to become independent learners</p>	<p>1 - 5</p>
<p>Refocus on quality first teaching techniques.</p> <p>This will include the need to improve the quality of differentiation and adaptive teaching within lessons.</p> <p>Experienced UPS staff delivery</p> <p>Seating plans</p>	<p>Collaborative learning approaches</p> <p>High impact for low cost + 5mths</p>	<p>1 - 3</p>

<p>Questioning Modelling (WAGOLL)</p> <p>Use of visulaiser</p> <p>Self/peer assessment</p> <p>Feedback/QLA</p> <p>Collaborative learning approaches</p> <p>Aspire to support in class</p> <p>7 to 8 Form entry KS3 from September 2022</p>		
<p>Quality homework and improved communication</p> <p>Satchel one provides homework and access to home learning</p> <p>Provision of lap tops, library opening times, homework club</p>	<p>Homework +5 months (Sutton Trust)</p> <p>Sutton Trust ‘ the choices that schools make in allocating money will be vital so that the funding can help raise pupils’ attainment and aspirations’ Homework will improve independent learning and ensure better outcomes</p>	1 - 3
<p>Revision techniques</p> <p>Outside company Elevate seminars</p> <p>Revision techniques continue embedded in schemes of Learning</p> <p>Revision programme shared with parents, students and form tutors Improving response to feedback. Period 6 provision</p> <p>PP Intervention during forms time</p>	<p>Feedback +8 months (Sutton Trust)</p> <p>Extending school day +3mths</p>	1 - 3

Knowledge organisers produced and embedded including for SLDs		
TIF/Metacognition Continue to embed 'Take It Further'/ metacognition strategies and training (TL strategy for challenge) Introduce SPEAK for quality first teaching-stickers in books) Metacognition strategies embedded Involve staff CPD	All will be challenged to improve engagement and aspirations Metacognitive strategies+8 months (Suttons Trust)	1 - 2
Whole school literacy TL strategies TL strategies embedded ('Speak like a...', key word tests to increase vocabulary, whole school spelling tests, reading during form (see further detail through literacy document) Literacy coordinator (TLR position) Launch literacy strategy and training strands: <ul style="list-style-type: none"> • disciplinary vocabulary, • reading, • disciplinary literacy • structured talk 	There is a vocabulary deficit of pupils from welfare families compared to pupils from professional families Some students' written work shows weakness in their literacy skills, including the correct use of English grammar. Sometimes, a few students are not helped to express Oral language intervention very high impact 6mth Literacy skills are not fully developed, especially in their work across the curriculum.(Ofsted, 2019)	2
Digital Strategy	This is because disadvantaged pupils tend to have less access to technology, spend less time learning	1 -4

Improved IT provision across TL Access to laptops, tablets in classroom and at home	and have reduced support from parents/carers compared with their peers. ‘	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 96,411.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring Team around the child meetings for all Venn diagram students in yr 11 and 10 Staff time to allocate for mentoring	All will be challenged to improve engagement and aspirations Experiences shared across subjects parents informed of strategies being tried. Pupils tracked in lessons and given 1-1 small grp support in form and period 6 Impact 2mth	1 -5
Accelerated Reader CPD KS3 Reading scheme. Development of KS3 scheme of learning Use of librarian	Components of language identified as an area of weakness from moderation and KS2 SATs Accelerated Reader was shown to have a positive impact in an independent evaluation.	2
Literacy Intervention Deployment of Intervention leaders for tutorials/class support Lexia	PP progress in reading age is in line with non PP peers as a result of the structured reading routines Components of language identified as an area of weakness from moderation and KS2 SATs and embedded in S.O.L Some students' written work shows weakness in their literacy skills,	2-3

<p>Readers club (IL based)</p> <p>Reading lessons</p> <p>Aspire</p> <p>CATs and RA identification</p>	<p>including in the correct use of English grammar. Sometimes, a few students are not helped to express their spoken ideas in detail or clarity' (Ofsted 2015)</p> <p>Deployment of ILs/LSAs: +4 months (Suttons Trust) 1-1 tuition 5mths</p> <p>small group tuition 4mth</p> <p>Improving phonics 5mths</p>	
<p>Year 11 support (colleges/work placements)</p> <p>Connexions delivering further education advice and support in applications</p> <p>Prioritise PP for work place visits.</p>	<p>Aspirations and appropriate college courses</p>	1,3
<p>Maths tutorials</p> <p>IL employed as tutor</p> <p>CPG guides</p> <p>TT rock stars</p> <p>Maths watch</p> <p>Maths ninja</p>	<p>small group tuition 4mth</p>	1,4,5

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

Budgeted cost: £96,411.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Safeguarding and wellbeing</p> <p>CPOMs to monitor behaviour and</p>	<p>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</p>	4,5

<p>intervene at the earliest opportunity Educare</p> <p>Key students identified and monitored</p> <p>Counsellor x2 (Talking hub)</p>	<p>elements of the learning' (EEF Toolkit)</p> <p>Safeguarding is a strength. All staff and governors are trained each year. (Ofsted, 2019)</p>	
<p>Internal exclusion</p> <p>Enhance the provision of Internal Exclusion by providing subject specific work and support, embed reflective practice to increase pupil control and confidence and use restorative justice conversations to build and maintain good pupil-teacher relationships</p>	<p>Behaviour interventions +4 months</p> <p>PP pupils are three times more likely to receive two or more fixed period exclusions across the year</p> <p>'It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning' (EEF Toolkit)</p>	4,5
<p>Pastoral System</p> <p>Enhance the pastoral system in terms of ownership, accountability, tracking, patterns and analysis</p> <p>Identify need for early intervention</p> <p>Enhance the role of the form tutor</p> <p>Forms moved to year group</p> <p>Introduce and embed ELSAs working in the welfare HUB.</p> <p>Additional non – teaching HOY</p>	<p>Behaviour interventions +4 months</p> <p>'Behaviour interventions seek to improve attainment by reducing challenging behaviour in school ' (EEF toolkit)</p> <p>PP pupils are three times more likely to receive two or more fixed period exclusions across the year</p> <p>'It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning' (EEF Toolkit)</p> <p>Although most pupils are well behaved, there is a group of pupils who find it difficult to moderate their behaviour. This has led to the proportion of pupils that are temporarily excluded from school being higher than the national average. You have put strategies in place to support these pupils and these temporary exclusions have reduced considerably (Ofsted, 2019)</p>	4,5

<p>School ethos</p> <p>Culture of celebrating success through rewards and whole school events</p> <p>Accountability of form tutors reviewed</p> <p>Competitions/charity events</p> <p>JLT/ key ambassadors</p> <p>Reward assemblies Rewards and ethos TLR holders</p> <p>Over represent on trips, extra-curricular and enrichment activities</p>	<p>Improved aspirations and leadership skills</p> <p>National college research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement.</p>	<p>4,5</p>
<p>Behaviour and Attendance Support</p> <p>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.</p> <p>Involvement with HOY</p> <p>Aspire facility</p> <p>Welfare HUB</p>	<p>At secondary level PP pupils 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.</p> <p>Education Endowment Foundation: 'The choices that schools make in allocating the money will be vital so that funding can help raise pupil's attainment and aspirations'</p> <p>attendance has been lower than the national average and the proportion of pupils that do not regularly attend school has been high, particularly for disadvantaged pupils a (Ofsted, 2019)</p>	<p>4,5</p>

IE		
PRU places		
Managed moves		
Step outs		
EP Assessment Time		
GRIP project		
Football beyond borders		

Total budgeted cost: £385,647

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

PP Impact data 2022

Progress 8

KS4 outcomes for disadvantaged students are consistently above national average. We continue to aim for our PP cohort to achieve a progress 8 score in line with or better than other students nationally.

Year	PP	Other	Gap (PP-other)	PP LPNA	Difference School - National	Other National	Gap (PP National - Other National)
2022	-0.41	0.00	-0.42	-0.56	+0.15	N/A	N/A
2019	-0.43	0.17	-0.60	-0.45	+0.02	0.13	-0.58
2018	0.1	0.44	-0.34	-0.44	+0.34	0.13	-0.57

Attainment 8

Year	PP	Other	Gap (PP-other)	PP LPNA	Difference School - National	Other National	Gap (PP National - Other National)
2022	40.9	51.5	-10.5	37.4	+3.5	N/A	N/A
2019	40.8	51.5	-10.8	36.7	+4.1	50.3	-13.6
2018	43.5	51.6	-8.1	36.7	+6.8	50.1	-13.4

- PP progress is above national averages.
- SHS 2022 attainment for PP is above NA.

Exclusions

FSM 6	Cohort (Jan Census)	Fixed period exclusions			Permanent exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
		Number	School %	National %	Number	School %	National %	Number	School %	National %	Number	School %	National %
2018/2019	285	44	15.44%	24.93%	5	1.75%	0.50%	25	8.77%	10.24%	11	3.86%	4.75%
2019/2020	317	35	11.04%	24.93%	7	2.21%	0.50%	20	6.31%	10.24%	7	2.21%	4.75%
2020/2021	337	28	8.31%	24.93%	2	0.59%	0.50%	19	5.64%	10.24%	6	1.78%	4.75%
2021/2022	343	72	20.99%	24.93%	1	0.29%	0.50%	35	10.20%	10.24%	17	4.96%	4.75%

- PP exclusion rates were below national average
- PP students in receipt of one or more exclusions were below national average
- PP Students in receipt of two or more exclusions was 0.21% above national average
- PP students in receipt of a permanent exclusion were below national average

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
GRIP	GRIP Adventure
Lexia	Lexia Learning
Accelerated reader	Renaissance learning

Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.