



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	1076
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	A Rogers
Pupil premium lead	G Wareham
Governor / Trustee lead	L Beattie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,900
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>	£291,900

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Sale High School is to ensure that high quality provision is in place to support all our students. Moreover, this provision will allow disadvantaged students to reach their full potential, and remove any barriers that they may have. Our school uses Pupil Premium funding to improve the educational experiences and outcomes for disadvantaged students across all ability and age groups.

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.

Whilst high-quality teaching is at the heart of this approach, our school will build resilience in students, put in place additional and specific support, create a variety of enrichment and intervention sessions and deliver a broad range of curriculum and extracurricular learning opportunities and experiences for all students – but particularly the most disadvantaged.

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, numeracy, poorer attendance, declining mental health and incidences of poor 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 quality first 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 students.

Challenge number	Detail of challenge
1	Many disadvantaged students have weaker literacy skills than their peers, particularly with regards to reading. All evidence shows that this impacts their progress across the whole curriculum.
2	Pupil Premium students, especially High-level learners, make less progress than their non-disadvantaged peers
3	Some disadvantaged students will not have access to the technology and educational resources (including trips) required to complement their learning
4	Disadvantaged students are much more likely to receive sanctions including suspensions
5	Absence figures for disadvantaged students are higher than their non-disadvantaged peers

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
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<p>PP learners to make progress in line with non-PP peers nationally. Increase the aspirations of PP students</p>	<p>PP High level learners make progress in line with non-PP peers nationally.</p> <p>Revision techniques are embedded throughout all year groups.</p> <p>Challenge and engagement are embedded in lessons throughout the school</p> <p>Greater proportion of PP to take up 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> <p>Greater proportion of PP to obtain higher GCSE grades</p>
<p>Excellent progress in literacy for PP intervention groups</p>	<p>PP students in Year 7 make at least the same progress by the end of the year as non-PP students.</p> <p>Students meet expected targets on literacy interventions</p> <p>Self-esteem raised through reading club</p>

<p>Behaviour issues does not prevent academic success</p>	<p>Fewer behaviour incidents (behaviour points, C3, isolation and FTE) recorded for these students on the school system.</p> <p>Suspension of PP and FSM students in line with, or lower than national data</p> <p>Increase pastoral support for vulnerable students. (The Hub/ELSA)</p> <p>Achievement points for PP are in-line with non-PP</p> <p>Increase in the participation of PP in events</p>
<p>Increased attendance rates for PP, so that they are in lesson more, and can make more progress</p>	<p>Reduce the number of persistent absentees (PA) among students eligible for PP in line with national average (or better)</p> <p>Overall attendance among students eligible for PP improves in line with 'non-PP students.</p> <p>Increase the number of PP students eligible for rewards</p>
<p>Access to technology and educational resources, which empowers them independent learning and adds to their academic success</p>	<p>Ensure all students have the necessary resources to succeed, including laptops</p> <p>Improve online learning offer by continuously reviewing current provision</p>
<p>Students are given access to the highest quality of teaching and learning</p>	<p>Middle leaders to amend curriculum plans and schemes of learning to facilitate consistent progress across all classes and learners.</p> <p>Middle leaders to include adaptations needed for each unit of work, or lesson, to allow all learners to succeed.</p> <p>CPD sessions delivered regularly in whole staff meetings, each with a different teaching and learning focus</p>

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
<p>Tracking and identification Identification of most vulnerable students (SISRA/internal data files/ SIMs) increasing staff awareness of students and their needs. This information will be discussed in RAP and TAC meetings and in whole staff meetings</p> <p>Data rich seating plans to be used</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DfE, 2015) suggests high quality teaching is a key aspect of successful schools</p>	<p>1 - 5</p>
<p>Focus on quality first teaching techniques through CPD This will include CPD to improve the quality of adaptive teaching within lessons</p>	<p>EEF Guide to Pupil Premium – disadvantaged students gain disproportionately from effective teaching</p> <p>EEF: Evidence of high impact</p>	<p>1 - 3</p>
<p>Threshold/NPQ Projects/TLR focus Invest in staff training externally. Strategies and projects have a PP focus</p>	<p>EEF: Extensive evidence of moderate impact</p>	<p>1 - 5</p>

<p>Department Pupil Premium bids</p> <p>Allow department to provide educational materials necessary for students to access the whole curriculum on offer</p> <p>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.</p> <p>Resources specific for courses (ingredients, tuning instruments, PE courses etc.)</p>	<p>Collaborative learning +5months</p> <p>Mastery learning and revision strategies +5 months</p>	<p>1 - 5</p>
<p>Quality homework and improved communication</p> <p>Satchel one provides homework and access to home learning</p> <p>Provision of laptops, the Library and homework clubs</p>	<p>Homework +5 months (Sutton Trust)</p>	<p>1 - 3</p>

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

<p>Whole School Numeracy Strategy Fund additional staff to lead on Numeracy to raise the profile across the school</p>	<p>Literacy and Numeracy catch up (DfE 2019)</p> <p>Teaching mathematics at KS3 – gov.uk</p>	<p>2</p>
<p>Digital Strategy Train all staff in accessing and utilising IT provision</p> <p>Improved IT provision across TL</p> <p>Access to laptops, tablets in classroom and at home. Using Trafford's Tech4All campaign to apply for laptops for disadvantaged students</p>	<p>EEF: Extensive evidence of moderate impact</p>	<p>1 - 5</p>

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
<p>Mentoring in Year 11</p> <p>Data analysis and subject Venn diagrams used to inform team around the child meetings and selection of target students.</p> <p>Time allocation for staff mentoring.</p> <p>Mentors will conduct an initial needs assessment with each</p>	<p>Impact 2mths</p> <p>Students with 95%+ attendance achieve a progress score of 1.9 higher than students with 85% or less</p>	<p>1 - 5</p>

<p>student to tailor the support.</p> <p>Targets will be set around attendance, progress in core subjects, and well-being.</p> <p>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).</p> <p>Mentors will involve parents in the process, updating them on their child's progress and how they can support at home. Workshops will be offered to help parents understand the demands of GCSEs and the role they can play.</p>		
<p>Literacy Intervention</p> <p>Deployment of Intervention leaders and Learning Support Assistants for tutorials/ in class support</p> <p>Accelerated Reader, Lexia and Phonics</p> <p>KS3 Reading scheme.</p>	<p>Components of language identified as an area of weakness from moderation and KS2 SATs</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>1, 3</p>

<p>Use of librarian</p> <p>Readers club (IL based)</p> <p>Reading lessons</p> <p>CATs and RA identification</p>		
<p>Year 11 support (colleges/work placements)</p> <p>Connexions delivering further education advice and support in applications</p> <p>Prioritise PP for workplace visits.</p>	<p>GATSBY - 'Every young person needs high quality career guidance to make informed decision about their future'</p>	<p>1, 3, 5</p>
<p>Numeracy Intervention</p> <p>Deployment of Intervention leaders and Learning Support Assistants for tutorials/ in class support</p> <p>UK Maths Challenges</p> <p>Funding for a Numeracy coordinator to facilitate interventions</p>	<p>small group tuition 4mth</p>	<p>2, 3</p>

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

Budgeted cost: £72,975 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Safeguarding and wellbeing CPOMs to monitor behaviour and intervene at the earliest opportunity</p> <p>Educare</p> <p>Key students identified and monitored</p> <p>Counsellor x2 (Talking hub)</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 elements of the learning' (EEF Toolkit)</p>	<p>4, 5</p>
<p>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</p>	<p>Behaviour interventions +4 months</p> <p>PP students 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 students' learning' (EEF Toolkit)</p>	<p>4, 5</p>

<p>Pastoral System Enhance the pastoral system in terms of ownership, accountability, tracking, patterns and analysis Identify need for early intervention</p> <p>Enhance the role of the form tutor</p> <p>Embed ELSAs working in the welfare HUB.</p> <p>New Pastoral tracker</p>	<p>Behaviour interventions +4 months ‘Behaviour interventions seek to improve attainment by reducing challenging behaviour in school ‘ (EEF toolkit)</p> <p>PP students 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 students’ learning’ (EEF Toolkit)</p>	<p>4, 5</p>
<p>School ethos Culture of celebrating success through rewards and whole school events</p> <p>Accountability of form tutors reviewed</p> <p>Competitions/charity events</p> <p>key ambassadors</p> <p>Reward assemblies Rewards and ethos TLR holders</p> <p>Over represent on trips, extra-curricular and enrichment activities</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>New attendance tracker</p> <p>Involvement with HOY</p> <p>Access to: Learning Hub, Welfare Hub, PRU places, Managed moves, Step outs, Extra Assessment Time, Football beyond borders</p>	<p>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.</p>	<p>4, 5</p>
<p>LAC</p> <p>Specific provision in place for LAC, including post 16 help and wellbeing trips</p>	<p>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)</p>	<p>3 - 5</p>
<p>Allocate a contingency fund in order to respond to specific challenges throughout the year</p>	<p>Evidence of need from previous years</p>	<p>1 - 5</p>

Total budgeted cost: £291,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress 8

Year	PP	Other	Gap (PP-other)	PP LPNA	Difference School - National	Other National	Gap (PP National - Other National)
2024	-0.55*	0.13*	-0.67*				
2023	-0.48	0.20	-0.68	-0.57	+0.09	0.17	-0.74
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

*SISRA estimates

Attainment 8

Year	PP	Other	Gap (PP-other)	PP LPNA	Difference School - National	Other National	Gap (PP National - Other National)
2024	39.11*	53.85*	-14.74*				
2023	39.56	54.45	-14.89	34.91	+4.65	50.20	-15.29
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

*SISRA estimates

Summary

KS4 outcomes for disadvantaged students are consistently above national average. In 2024 we our A8 and P8 have decreased slightly for disadvantage students. However, the gap remains similar.

Attainment 8 and Progress 8 for Pupil Premium students is above the national average in 2023.

The pupil premium strategy for 2023-24 has had a slight impact as can be seen in the data. In both attainment and progress measures, PP students have produced better outcomes in relation to their non-PP peers, as the gap has closed slightly.

There remains an internal attainment gap between PP and non-PP. However, this can be seen on entry as well as the external examinations. When considering the progress data, compared to all students nationally, it shows that Sale High School is successful in ensuring students eligible for the pupil premium make good progress.

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	252	41	16.27%	26.69%	3	1.19%	0.51%	23	9.13%	10.79%	10	3.97%	5.11%
2019/2020	317	35	11.04%	26.69%	7	2.21%	0.51%	20	6.31%	10.79%	7	2.21%	5.11%
2020/2021	337	28	8.31%	26.69%	2	0.59%	0.51%	19	5.64%	10.79%	6	1.78%	5.11%
2021/2022	318	87	27.36%	34.64%	3	0.94%	0.42%	47	14.78%	13.01%	19	5.97%	6.56%
2022/2023	321	61	19.00%	34.64%	0	0.00%	0.42%	27	8.41%	13.01%	15	4.67%	6.56%
2023/2024	284	97	34.15%	34.64%	7	2.46%	0.42%	35	12.32%	13.01%	19	6.69%	6.56%

Fixed period exclusions are below the national average for FSM6. Pupils with 1 or more fixed period exclusions is lower than the national average. Permanent exclusions are above, however the previous 3 years have been similar to national figures. The proportion of pupils with 2 or more FTE is slightly above national average.

Summary

The impact of the pastoral system and the spending on supporting PP students can be seen in the data. For the majority of the measures, PP compare favourably with the national averages, except for students who receive permanent exclusions which is slightly above the National Average.

Attendance

Tracking Academic Year	Number of enrolments	Overall absence rate	National FSM Ever 6 Overall absence rate	Persistent absence rate	National FSM Ever 6 Persistent absence rate
202122					
1	335	10.73	13.19	38.21	43.59
202223					
1	302	12.79	13.96	42.38	43.78
202324					
1	293	14.25	14.60	40.96	

FSM EVER 6 (DFE DATA)

National averages data source: <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england>
National averages for the current academic year are from Fischer Family Trust (FFT) estimates.

FSM Ever 6 data source:
Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year the data covers. This data comes from pupil premium funding lists provided by DfE, alongside Spring School Census data that has been checked by DfE. For the current academic year, the FSM Ever 6 cohort is initially based on the Autumn School Census, pending final release of verified Spring School Census data by DfE.

Tracking Academic Year	Number of enrolments	Overall absence rate	National FSM Not Ever 6 Overall absence rate	Persistent absence rate	National FSM Not Ever 6 Persistent absence rate
202122					
0	692	5.73	7.43	15.32	21.41
202223					
0	750	5.17	7.13	13.20	19.47
202324					
0	800	5.74	7.20	15.75	

Summary

The overall absence rates for PP has increased slightly over the last 3 years. However, the figures are still lower than National Averages*, where the trend is also increasing. Persistent absence rates remain broadly similar to previous years. Again, the figures are lower than National Averages*. There remains a gap between the absence rate for disadvantaged students compared to other students and a larger gap in terms of persistent absenteeism.

* We are currently awaiting national awaiting for 2023/24. We have provisionally used indicative national averages provided by FFT for 2023/24.

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