

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	1104
Proportion (%) of pupil premium eligible pupils	21%
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 2025
Date on which it will be reviewed	August 2026
Statement authorised by	A Rogers
Pupil premium lead	G Wareham C Sanderson (personal development)
Governor / Trustee lead	L Beattie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,450
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>	£264,450

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, beginning with creating a tracker Attendance rewards clearly communicated Attendance initiatives to target key point where attendance is poor
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 4+ Eng & Maths - 50% (increase of 10%) 5+ Eng & Maths - 32% (increase of 10%) 7+ Eng & Maths - 8% (increase of 5%) 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. Beginning with identifying pupils who currently access each activity 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 Self-esteem raised through reading club
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 Implement a tracking system to record who is attending clubs and societies Participation in trips, clubs, and leadership roles increases year-on-year. For example, increasing the proportion of PP students that go on at least one trip from 75% to 85%. All PP students complete at least one enrichment activity per term. Student voice and surveys show improved engagement and sense of belonging. Launch Y10 work experience, ensuring that 100% students have a worthwhile provision even where a placement is not secured

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.	Sparx completion rates for PP students tracked. Parents emailed when students have not completed homework Improved offer of homework clubs Increased attendance at Sparx clubs through offer of food for those who attend. Increased completion rates on Sparx, via rewards assemblies, teacher rewards and form competitions. 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 Culture of high expectations and rewards using the Values Cards Suspension and Permanent Exclusion of PP students to be lower than national average Increase pastoral support for vulnerable students via mentoring Increase in the participation of PP in events and trips - the proportion of PP students that go on at least one trip to increase from 75% to 85%. Increase student participation in wellbeing and emotional resilience groups led by school counsellors and wellbeing assistants, measured through attendance records, pupil voice surveys, and staff feedback, with a focus on embedding strategies into the curriculum and pastoral systems.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 132,225 (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 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	Supporting the Attainment of Disadvantaged Pupils (DfE, 2015) suggests high quality teaching is a key aspect of successful schools	1 - 5
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.	Collaborative learning +5months Mastery learning and revision strategies +5 months	1 - 5
Quality homework and improved uptake of Sparx Maths, Science and Reader Provision of laptops, the Library and homework clubs for Sparx. Increase the offer of other homework clubs, now there is greater opportunity with a single lunch Sparx completion rates for PP students tracked. Parents	Homework +5 months (EEF)	1 - 3

emailed when students have not completed homework Increased attendance at Sparx clubs through offer of food for those who attend. Increased completion rates on Sparx, via rewards assemblies, teacher rewards and form competitions.		
Revision techniques Revision programme shared with parents, students and form tutors Improving feedback via whole class learning checks Period 6 provision for Year 11 students - strategies to be discussed with MLs	Feedback +6 months (EEF) Extending school day +3mths	1 - 3
Ensure a clear and effective literacy strategy that promotes and improves reading, writing and oracy across the school Develop greater capacity for phonics intervention by training extra staff Transition to UL programme of NGRT testing and use data effectively to target intervention	Literacy and Numeracy catch up (DfE 2019)	1

Disciplinary literacy co-ordinator to meet with MLs and subject leads and develop strategic plan for effective disciplinary literacy Literacy co-ordinator to plan and deliver extra-curricular opportunities that promote love of reading		
Whole School Numeracy Strategy New role created to lead Numeracy and STEM education Clubs run on a fortnightly basis Extra-curricular trips planned and delivered	Literacy and Numeracy catch up (DfE 2019)	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: £ 66,112.50 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring in Year 11 Data/cohort analysis used to inform selection of target students. 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. Information evenings will be offered to help parents understand the demands of	Impact 2mths Students with 95%+ attendance achieve a progress score of 1.9 higher than students with 85% or less	1 - 5

GCSEs and the role they can play.		
Literacy Intervention Deployment of Intervention leaders and Learning Support Assistants for tutorials/ in class support Form time reading scheme has been extended to twice a week Use of librarian Literacy co-ordinator to plan and deliver extra-curricular opportunities that promote love of reading	Components of language identified as an area of weakness from moderation and KS2 SATs Deployment of LSAs: +4 months (EEF) 1-1 tuition 5mths small group tuition 4mth Improving phonics 5mths	1, 3
Colleges/Work Experience support Connexions delivering further education advice and support in applications Working group to help support Year 11 students to write their college applications	GATSBY - 'Every young person needs high quality career guidance to make informed decision about their future'	1, 3, 5

Review and revise strategic careers plan Launch Y10 work experience, ensuring that 100% students have a worthwhile provision even where a placement is not secured Utilise links with UL and make full use of CPD and resources/links		
Numeracy Intervention Deployment of Intervention leaders and Learning Support Assistants for tutorials/ in class support UK Maths Challenges STEM Trips	small group tuition 4mth	2, 3

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

Budgeted cost: £66,112.50 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding and wellbeing CPOMs to monitor behaviour and intervene at the earliest opportunity Key students identified and monitored by new pastoral tracker Counsellor x2 (Talking hub) Contact made with UL schools with excellent attendance	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 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 Competitions/charity events Reward assemblies 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	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

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		
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: £264,450

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)
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)
2025	36.64*	53.91*	-17.27*	37.64*	-1.00	49.71*	-12.07
2024	39.11	53.85	-14.74	37.5	+1.61	48.4	-10.9
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 around the national average. In 2025 our Attainment 8 figure has decreased slightly for disadvantage students. The gap is also still large.

There remains an internal attainment gap between PP and non-PP. However, this can be seen on entry as well as the external examinations.

Exclusions

Fixed period exclusions are below the national average for FSM6:

SHS 22/23 - 27.59%. One or more – 12.41%. Two or more – 4.67%

SHS 23/24 - 36.17%. One or more – 11.7%. Two or more – 6.69%

SHS 24/25 - 6.8%. One or more 5.2%. Two or more – 1.88%

National 23/24 - 34.64%. One or more – 13.01%. Two or more – 6.56%

Exclusion data is significantly below the national average. Figures for pupils with 1 or more fixed period exclusions is lower than the national average. The proportion of pupils with 2 or more FTE is significantly below.

Permanent Exclusions

22/23 - We issued 9 permanent exclusions, 0.88%, compared to the national rate of 0.22%.

23/24 - We issued 10 permanent exclusions, 0.95%. All permanent exclusions were during the Autumn and Spring term and in response to highly challenging behaviour. Behaviour settled in all aspects during the Summer term, with no permanent exclusions issued during that term.

24/25 - We issued 2 permanent exclusions, 0.19% - an 80% reduction from the previous year. One was for a one-off isolated incident that put staff and students at the school at risk and one was for persistent failure to follow instruction and two occasions of unsafe behaviour. The first episode of unsafe behaviour resulted in a six-week step-out. The second occasion meant there were no other options other than permanent exclusion.

Summary

Suspension rates for students with SEND and for students receiving FSM were higher than we would have liked for 24/25 but still remained below the national rates. For the percentage of students receiving one or more suspensions, we remained below the national rates in all measures for SEND and FSM.

The impact of the pastoral system and the spending on supporting PP students can be seen in the data. For all of the measures, PP compare favourably with the national averages.

Attendance

FSM (Ever 6) absence has reduced since the last inspection:

FSM (Ever 6) Absence

- Latest FSM national average in state secondary schools - 23/24 - 13.35%
- SHS FSM 2022/23 - 12.79%
- SHS FSM 2023/24 - 14.28%
- SHS FSM 2024/25 - 11.76%

FSM (Ever 6) Persistent Absence

- Latest FSM national average in state secondary schools - 23/24 - 39.76%
- SHS FSM 2022/23 - 42.38%
- SHS FSM 2023/24 - 40.96%
- SHS FSM 2024-25 – 35.97%

Whole school absence

- SHS 2022/23 - 7.40%
- SHS 2023/24 - 7.99%
- SHS 2024-25 – 6.54%

Persistent Absence

- Latest national average in state secondary schools - 22/23 - 23.85%
- SHS 2022/23 - 21.58%
- SHS 2023/24 - 22.42%
- SHS 2024-25 – 17.18%

Summary

The overall absence rates for PP has decreased compared to previous years. The figures are now lower than National Averages*. Persistent absence rates have dropped significantly compared 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 2024/25. We have provisionally used indicative national averages.

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