

GSHS Pupil Premium plan 2023 – 2026

How are we spending our Pupil Premium Grant?

Great Sankey is a research driven organisation and draws upon evidence to make decisions about school improvement. For our PP Strategy we align our actions and approaches to the Education Endowment Foundation's guide to PP which aims to help schools maximise the impact of the grant. On this basis our Pupil Premium spend uses the EEF tiered approach to improving outcomes for disadvantaged students. These are 1- Teaching, 2- Targeted Academic Support and 3- Wider Strategies. The EEF stress that many strategies will overlap and that balance between categories will vary year on year. It is also important to draw attention to the following; that it is a myth that only eligible children can benefit from pupil premium spending (as improving teaching has the biggest impact on shifting disadvantaged outcomes- it just has a disproportionate affect compared to non PP); that measuring and comparing internal class or school gaps is less likely to provide useful information and it isn't required by the DFE or Ofsted; and that when it is most effective the Pupil Premium sits at the heart of a whole school effort. We want to ensure that any support required will be identified early and implemented seamlessly, by working collaboratively and in partnership with stakeholders to ensure every child has the opportunity to succeed and thrive at Great Sankey regardless of starting point, background or the challenges they may encounter (be they at home, school, physical, mental or academic). Personal Development will play an integral part of 'what we do' as a school community.

Quality First Teaching

We are committed to investing in our staff to ensure they are using the most effective and up to date techniques to help students secure what they learn in class is committed to their long-term memory, regardless of their starting point. This will be evident in the outcomes of students. Any visitor to a classroom should be able to pick up an exercise book, walk into any lesson, speak to any student and see the impact our vision, values and systems have on a child through the delivery of an exceptional learning experience. Staff will consistently remove barriers to learning and promote the benefit and pleasure of reading and developing language and vocabulary and take every opportunity to develop their own practice. We are committed to improving our teaching. The CPD structure enables teachers to own their own development and focus on a key area of their teaching practice which will have a direct impact on students' learning experience. Quality teaching is also supported by a Progress Leader for each year group, who will help teachers to understand the barriers to learning that our most vulnerable students face.

Targeted Academic Support

In 2020 we have launched DATCAT to identify and support all students but particularly PP students. We prioritise PP for intervention and extended catch-up sessions. Thinking reading targets our weakest readers and will provide intensive support. SEN provision is becoming more specialised in its offer and homework clubs target the most vulnerable. Dedicated time for PP students to support their aspirations and inspire them to reach their goals is delivered by our independent careers advisor. We have additional teaching capacity in core subjects, meaning that teachers have smaller classes and are thus able to provide more support to all students, prioritising those in receipt of pupil premium funding. Each year group has a Progress Leader, as well as a Pastoral Leader, meaning that there is a dedicated teacher who can support access to education for our most vulnerable students.

Wider Strategies

Enrichment plays a key role in the educational experience at Great Sankey. We are the largest provider of the Duke of Edinburgh's Award in the North West. We already support financially our disadvantaged students to get involved in our extra-curricular activities; and reward their involvement through the Scholars award scheme.

We use Drop Everything and Read and Accelerated Reader to encourage and improve reading with tutors reading aloud to students in tutor time.

We see parental involvement as being essential in breaking down barriers to academic success and strive to work in partnership with all of our families. The pastoral teams actively engage disadvantaged families to support their engagement in the academic and wider life of the school.

School Improvement Plan*

	Area	Priorities	PP Impact
1	The Quality of Education	1.1 Deliver high quality inclusive education through high expectations for all, quality first teaching & learning, outstanding CPD & dynamic networks that promote learning, engagement, and motivation across the school.	Enable the most vulnerable learners to achieve in line with their peers both locally and nationally.
		1.2 The literacy skills of all students are prioritised in order to improve outcomes and allow curriculum access	To increase students' reading ages to ensure that it is at least in line with their chronological age, or higher.
2	Behaviour and Attitudes	2.1 Continue to embed whole school expectations and standards that improve pupils' attitude to learning and behaviour so that they are consistently motivated to learn independently and achieve well.	To raise aspirations for all students to ensure maximum engagement in lessons and in the wider school life.
		2.2 To improve the attendance of all pupil groups and reduce the level of Persistent Absenteeism	To ensure that the attendance of students in receipt of the Pupil Premium grant attend school and their attendance matches that of their non-disadvantaged peers.
3	Personal Development	3.1 Provide a range of opportunities for pupils to develop their aspirations and their leadership & personal skills so that they make a positive contribution to school and are prepared for future success in education, employment or training	To raise aspirations for all students to ensure maximum engagement in lessons and in the wider school life.

		3.2 To ensure school policies and practices support the mental health of staff and pupils	To ensure that pastoral practices support the most vulnerable students in our community and that they are happy and safe in school.
4	Leadership and Management	4.1 Develop a system of Distributed Leadership that ensures leaders, at all levels, are highly effective, credible, challenging, and supportive.	AHT to lead on the Pupil Premium spend, but this will be driven through departments and progress leaders.
		4.2 Develop an outstanding staff culture that promotes professional dialogue and learning which creates positive change	Middle leaders will be able to hold themselves and their teams accountable for the progress of all students in their subject areas.

BARRIERS TO FUTURE ATTAINMENT FOR STUDENTS ELIGIBLE FOR THE PPG (INCLUDING HIGH ABILITY STUDENTS)
Internal Barriers:
A significant proportion of students enter secondary school below chronological reading age expectations.
Consistency of curriculum implementation – cohort to cohort, subject to subject.
Tracking and Intervention needs to become more robust to ensure support and intervention is implemented swiftly, systematically and seamlessly.
External barriers:
Supporting students understand their aspirations and how to achieve them.
Attendance and persistent absenteeism of disadvantaged students.
Building stronger relationships between home and school will help facilitate greater engagement across all areas of school life.

Allocation	Expected Funding								
	2023/24			2024/25			2025/26		
Based on the school census									
Students in year 7 -11 recorded as Ever 6 FSM									
Looked-after Children (LAC)									
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order									
Service Children									
Total									

BUDGET Plan:	2023/24	2024/25	2025/26
Supporting Great Teaching			
Targeted Support			
Wider Strategies			

Actions arising

Quality First Teaching		Lead	2023/24	2024/25	2025/26
1	Provide CPD that supports all teachers at their career stage	PDY			
2	AHT to lead literacy across the school	GB			
3	Progress Leaders support teachers to remove barriers to curriculum access	PDY			

Targeted Academic Support		Lead	2023/24	2024/25	2025/26
1	Provide study materials across KS3 and KS4 to enable students learn independently (Revision guides, materials, calculators, etc.)	PDY			
2	Provide materials for wider curriculum access (food ingredients, specialised equipment)	PDY			
3	Run staffed homework clubs to support PP students with out of school learning	JED			

4	Dedicated careers advisor time for all PP students to support their transition into further education or employment	SH			
5	Thinking Reading embedded across the school with a particular focus on PP	GB			
6	PP students are monitored by department DATCAT analysis and prioritised for department and whole school intervention	CLK			
7	Provide additional after school, holiday and Saturday sessions to support students preparing for exams. Positively discriminate to prioritise PP students.	CLK			
8	Progress leaders support curriculum engagement.	PDY/RW			

Wider Strategies		Lead	2023/24	2024/25	2025/26

Key Metrics to measure success/impact - Year 7		2023/24					2024/25					2025/26				
		Eng	Mat	Sci	Hums	MFL	Eng	Mat	Sci	Hum	MFL	Eng	Mat	Sci	Hum	MFL
A	The percentage of LPA disadvantaged students who are secure in Ebacc subjects, matches that of other LPA students within the school															
B	The percentage of MPA disadvantaged students who are secure in Ebacc subjects matches that of other MPA students within the school															

C	The percentage of HPA disadvantaged students who are secure in Ebacc subjects, matches that of other HPA students within the school																
E	The reading ages of our disadvantaged students will improve from their year 7 benchmark STAR test. The gap between reading age and chronological reading age will decrease.																
F	The attendance of the majority of disadvantaged students, at least, matches that for other students nationally, or this gap is reducing																
G	Parents engage with parents' evenings.																
H	All disadvantaged students achieve at least one scholars award																
I	Pupil voice indicates that students are happy and safe at school																
J	Progress Leader Intervention show a positive impact on attendance, behaviour and progress.																

Key Metrics to measure success/impact - Year 8		2023/24					2024/25					2025/26				
		Eng	Mat	Sci	Hums	MFL	Eng	Mat	Sci	Hum	MFL	Eng	Mat	Sci	Hum	MFL
A	The percentage of LPA disadvantaged students who are secure in Ebacc subjects, matches that of other LPA students within the school															
B	The percentage of MPA disadvantaged students who are secure in Ebacc subjects matches that of other MPA students within the school															
C	The percentage of HPA disadvantaged students who are secure in Ebacc subjects, matches that of other HPA students within the school															
E	The reading ages of our disadvantaged students will improve from their end of year 7 STAR test. The gap between reading age and chronological reading age will decrease.															
F	The attendance of the majority of disadvantaged students, at least, matches that for other students nationally, or this gap is reducing															
G	Parents engage with parents' evenings.															
H	All disadvantaged students achieve at least one scholars award															
I	Pupil voice indicates that students are happy and safe at school															
J	Progress Leader Intervention show a positive impact on attendance, behaviour and progress.															

Key Metrics to measure success/impact - Year 9		2023/24					2024/25					2025/26				
		Eng	Mat	Sci	Hums	MFL	Eng	Mat	Sci	Hum	MFL	Eng	Mat	Sci	Hum	MFL
A	The percentage of LPA disadvantaged students who are secure in Ebacc subjects, matches that of other LPA students within the school															
B	The percentage of MPA disadvantaged students who are secure in Ebacc subjects matches that of other MPA students within the school															
C	The percentage of HPA disadvantaged students who are secure in Ebacc subjects, matches that of other HPA students within the school															
E	The reading ages of our disadvantaged students will improve from their end of year 7 STAR test. The gap between reading age and chronological reading age will decrease.															
F	The attendance of the majority of disadvantaged students, at least, matches that for other students nationally, or this gap is reducing															
G	Parents engage with parents' evenings.															
H	All disadvantaged students achieve at least one scholars award															
I	Pupil voice indicates that students are happy and safe at school															
J	Progress Leader Intervention show a positive impact on attendance, behaviour and progress.															

Key Metrics to measure success/impact - Year 10		2023/24	2024/25	2025/26
A	Progress 8 to increase the proportion of PP students making positive progress			
B	Progress 8 - English to increase the proportion of PP students making positive progress			
C	Progress 8 - Maths to increase the proportion of PP students making positive progress			
D	Progress 8 - Ebacc to increase the proportion of PP students making positive progress			
E	Progress 8 – Open to increase the proportion of PP students making positive progress			

F	Attainment 8 - score to continue to outperform national disadvantaged measures by an increasing amount			
G	Percentage of Grade 5+ in English and maths - o close the gap between the disadvantaged students and the national average for non-disadvantaged students by a decreasing amount			
H	The attendance of disadvantaged students, at least, matches that for other students nationally			
G	Parents engage with parents' evenings.			
H	All disadvantaged students achieve at least one scholars award			
I	Pupil voice indicates that students are happy and safe at school			
J	Progress Leader Intervention show a positive impact on attendance, behaviour and progress.			

Key Metrics to measure success/impact - Year 11		2023/24	2024/25	2025/26
A	Progress 8 to increase the proportion of PP students making positive progress			
	Progress 8 - English to increase the proportion of PP students making positive progress			
C	Progress 8 - Maths to increase the proportion of PP students making positive progress			
D	Progress 8 - Ebacc to increase the proportion of PP students making positive progress			
E	Progress 8 – Open to increase the proportion of PP students making positive progress			
F	Attainment 8 - score to continue to outperform national disadvantaged measures by an increasing amount			
G	Percentage of Grade 5+ in English and maths - to close the gap between the disadvantaged students and the national average for non-disadvantaged students by a decreasing amount			
H	The attendance of disadvantaged students, at least, matches that for other students nationally			
G	Parents engage with parents' evenings.			
H	All disadvantaged students achieve at least one scholars award			
I	Pupil voice indicates that students are happy and safe at school			
J	Progress Leader Intervention show a positive impact on attendance, behaviour and progress.			

Review of Previous Plan and actions arising

Teaching	
Impact	Lessons Learned
Targeted Academic Support	
Impact	Lessons Learned
Wider Strategies	
Impact	Lessons Learned

