Pupil premium strategy statement – 2025-2028

School overview

Detail	Data
Number of pupils in school	804
Proportion (%) of pupil premium eligible pupils	30.6%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Louise Jaunbocus-Cooper
Pupil premium lead	Aqib Ishtiaq
Governor / Trustee lead	Chris Trees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,480
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£263,480

Part A: Pupil premium strategy plan 2025-2028

Statement of intent

Our ultimate objective for disadvantaged pupils lies in providing an equitable playing field. However, PP students are not one homogenous group, and our strategy will always endeavour to consider the individual, their starting points and their circumstances.

THS has identified four main barriers which feed into our three-year plan: Attendance, reading, behaviours and engagement in wider school life.

Such barriers may of course impact on any student at THS but are more likely to detrimentally impact our disadvantaged students.

Inclusive Quality First Teaching (IQFT) remains the best way to close attainment gaps and for that reason there will be minimal removal of students from class to ensure they access broad and balanced curriculum delivered through IQFT.

The fundamental principles of our PP strategy centre around the Tottington Big 3 which is widely shared amongst all stakeholders- **Sense of Belonging, Thriving in the Classroom and Rasing Aspirations.**

To ensure our approaches are effective, we will:

- Ensure students are taught by appropriately skilled teachers who have access to high quality continuing professional development (CPD) to help them to continually improve
- Act early to intervene if our approaches need refinement
- Adopt a whole-school approach in which all staff take responsibility for the outcomes for disadvantaged students (including for progress, attainment, attendance and behaviour) and raise the expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils typically join the school with reading ages that are significantly below those of their non-disadvantaged peers. This presents a substantial barrier to accessing the curriculum, as limited reading fluency and comprehension hinder pupils' ability to engage with subject-specific vocabulary, instructions, and key concepts across lessons. Without targeted intervention, this gap persists throughout pupils' time at the school and has a direct negative impact on the progress and attainment of disadvantaged pupils across all areas of the curriculum.
2	In 2024–25, attendance for Pupil Premium eligible pupils was 10% lower than that of non-Pupil Premium pupils. As a result, disadvantaged pupils miss a significant amount of learning time, leading to gaps in knowledge and understanding. This reduced curriculum exposure directly impacts their learning, progress, and attainment over time.
3	School observations and behaviour data indicate that many lower-attaining disadvantaged pupils lack effective metacognitive and self-regulation strategies when faced with challenging tasks. As a result, these pupils are more likely to disengage from learning, which can manifest as low-level disruptive behaviour or, in some cases, more serious incidents leading to internal isolation or suspension. Consequently, disadvantaged pupils appear in behaviour monitoring systems at a higher frequency than their non-disadvantaged peers.
4	Analysis indicates that pupils from disadvantaged backgrounds participate in fewer extra-curricular opportunities than their non-disadvantaged peers. This contributes to a cultural capital gap, resulting in fewer experiences that support personal development, aspiration, and engagement with school life. Consequently, disadvantaged pupils are at greater risk of underachievement.

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 Disadvantaged pupils make accelerated progress in reading, developing age-appropriate fluency and comprehension skills. This will enable them to access the full curriculum confidently, improve understanding of subject-specific vocabulary and concepts, and reduce the attainment gap between disadvantaged and non-disadvantaged pupils across all subjects.	• Reading ages for disadvantaged pupils increase significantly, with the majority reaching at least age-appropriate levels by the end of KS3. • Disadvantaged pupils demonstrate improved reading fluency and comprehension as evidenced by internal assessments and standardised reading tests. • Disadvantaged pupils' progress across the curriculum improves, reflected in stronger outcomes in subject assessments and overall attainment measures. • The attainment gap between disadvantaged and non-disadvantaged pupils narrows in reading and across wider curriculum areas.
2 Pupil Premium eligible pupils attend school more consistently, reducing lost learning time and ensuring they have full access to the curriculum. Improved attendance will lead to stronger engagement, fewer gaps in knowledge, and improved progress and attainment for disadvantaged pupils.	• Attendance for Pupil Premium pupils improves by at least 5–10 percentage points, narrowing the gap with non-Pupil Premium pupils. • Persistent absence among disadvantaged pupils reduces significantly, with fewer pupils falling below national thresholds. • Disadvantaged pupils' progress and attainment improve, particularly in core subjects, as attendance increases. • Fewer disadvantaged pupils miss key events such as assessments, exams, and targeted interventions, as shown by attendance tracking.
3 Lower-attaining disadvantaged pupils develop strong metacognitive and self-	• Disadvantaged pupils demonstrate improved self-regulation and

regulation strategies, enabling them to manage challenge, persist in learning tasks, and engage consistently in lessons. This will reduce disengagement and behaviour incidents, leading to improved attendance, wellbeing, and progress across the curriculum.	resilience, as evidenced through behaviour observations and pupil voice. • Reduction in low-level disruption for disadvantaged pupils, shown by a decrease in behaviour logs and teacher reports. • Decrease in serious incidents (internal isolation and suspensions) among disadvantaged pupils compared with the previous year. • Improved progress and attainment for disadvantaged pupils, particularly for lower-attaining cohorts, as behaviour improves and time in lessons increases.
4 Disadvantaged pupils engage in a wider range of extra-curricular opportunities, resulting in increased cultural capital, improved school engagement, higher aspirations, and stronger personal development. This will support improved progress and attainment and reduce the risk of underachievement.	• Participation rates in extra-curricular activities, clubs and trips for disadvantaged pupils increase to at least match or exceed non-disadvantaged peers. • Disadvantaged pupils report increased confidence, sense of belonging, and aspiration in student voice surveys. • A significant increase over time in the proportion of students achieving the Tottington Pledge and a smaller disparity between disadvantaged and non-disadvantaged. (Only launched in 2025)

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: £192,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality, inclusive classroom teaching- with a relational approach [1. High-quality teaching | EEF](#)	- Lessons planned to engage and motivate, reducing disengagement and absence. - Clear routines, scaffolded tasks, and responsive teaching. - Positive classroom relationships - Built-in recap sessions for students returning from absence. - Use of retrieval practice to reduce gaps caused by missed learning.	1, 2, 3
Establish a whole-school reading culture	- Movement of library to a more prominent position in school. - Dedicated reading time across all year groups. - Tutor time and in curriculum subjects - Purchase of subscription to The Day- used in tutor time to promote reading and comprehension across all year group. [Home - The Day](#) - Whole-class shared reading and vocabulary development in every subject. - The library is a "hub" of the school- used for a wide variety of in class and extra-curricular activities – e.g. World Book Day, Chess Club, Book club	1, 2, 4
Training for staff focusing on developing literacy across the curriculum, that is bespoke to each faculty area, in line with the EEF's Improving Literacy in Secondary Schools guidance	Tier 2 and Tier 3 vocabulary taught systematically in all subjects.	1, 2, 4

| | • Vocabulary retrieval practice embedded into lessons.

Improving Literacy in Secondary Schools | EEF | |

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

Budgeted cost: £26,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a standardised testing and intervention programmes (NGRT) phonics and reading programmes (Fresh Start phonics and Bedrock) and appropriate training for staff to ensure high quality delivery of phonics to support students at the early stages of reading	Reading assessment data tracked termly. Lesson observations focused on reading strategies and vocabulary teaching. Pupil voice on confidence and access to texts. Improving Literacy in Secondary Schools	EEF	1, 3, 4
Targeted tutoring for pupils returning from absence	• Access to PEEL centre for blended return to school • Short, intensive catch-up sessions to address missed content in PEEL for student returning from prolonged absence • Homework and catch-up clubs- Sparx catch up clubs • After-school or lunchtime sessions for pupils to complete work and consolidate learning. • Early intervention for pupils at risk of persistent absence • Year 11 mentoring to re-engage pupils and support learning routines.	

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

Budgeted cost: £44,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the principles of the good practice set out in the Department for Education's (DfE) Improving School Attendance advice. Working together to improve school attendance - GOV.UK	- A clear, stepped approach to attendance with roles clearly defined and understood - A strong whole-school culture that attendance is everyone's business - Overall attendance at or above national. - Persistent absence below national average. - Disadvantaged attendance gap narrowing. - Fewer pupils classed as severely absent. - Improved attainment correlated with improved attendance. - Reduced exclusions linked to better attendance culture.	2
Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in, and improve, their learning Metacognition and Self-Regulated Learning | EEF	- Red to Blue delivered by Pastoral Managers - assessment of impact - Mental Health Support Team MHST referrals- assessment of impact - Lesson observations showing teachers modelling strategies. - Curriculum plans referencing metacognitive strategies.	

	- Books showing "red pen" CRAFT (improvements) - Retrieval practice embedded routinely. - Pupils attempting challenging tasks before seeking help. - Use of strategies (checklists, peer discussion, scaffolds) before teacher intervention. - Calm, focused classrooms with sustained engagement.	
Provision of mental health, wellbeing, and coaching support for students with SEMH issues. [Social and emotional learning | EEF] MHST worker from Bury LA for two days a week	- A named SEMH or Mental Health Lead (trained). - Attachment and Trauma informed approach from all staff - A clearly mapped graduated response (assess → plan → do → review). - SEMH embedded within SEND systems. - Alignment with safeguarding procedures. - Clear referral pathways internally and externally. - Staff using consistent de-escalation strategies. - Predictable routines. - Emotion coaching language used consistently. - Reduced use of exclusion as first response. - CPD records on trauma-informed practice. - Behaviour policy referencing restorative approaches. - Reduction in repeat incidents.	

	• Learning walks showing calm environments.	
Ensure all Year 11 PP pupils have secure post -16 destinations (whilst maintaining GATSBY benchmarks across whole school)	• 100% of Year 11 PP pupils have a confirmed post-16 offer • Unifrog logins for whole School [Unifrog - The universal destinations platform.](#) • Early identification of PP pupils at risk of NEET • Careers advisor in school weekly- prioritising interviews with PP students a priority • Personalised careers guidance interviews completed • Application tracking system with regular reviews • Targeted support with college applications, CVs, and interviews • Close liaison with colleges, sixth forms, and training providers • Parental engagement meetings for key pupils • Destinations data analysed and reported to governors • Sustained destination follow-up in autumn term • Whole-school careers programme aligned with Gatsby Benchmarks	
Contingency fund for acute issues [Tips for poverty-proofing your school	School Impact Awards](#)	• Clearly identified, ringfenced contingency budget for urgent pupil need	

	- Rapid decision-making process (no delay to support) - Used for acute barriers (uniform, transport, food, crisis support) - Logged requests with clear rationale and safeguarding links- Cpoms - Evidence of improved attendance/engagement following support

Total budgeted cost: £263,480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024-25 The Attainment 8 score was 25.8 for disadvantaged students (55 pupils)

National non-disadvantaged was 50.3. THS overall was 34.9

10.9% of disadvantaged students achieved Grade 5 or above in English & Maths

27.3% of disadvantaged students achieved Grade 4 or above in English & Maths

These results highlight that the previous PP strategy plan was not achieved. THS has had a significant turnover of leadership in the last 5 years.

For this reason, this is a new 3-year Pupil Premium strategy plan under a a new senior leadership team.

Externally provided programmes

Programme	Provider
Bury MHST Mild to moderate mental health problems, such as anxiety or low mood, and behavioural difficulties.	[Bury young people's mental health support team :: Pennine Care NHS Foundation Trust](#)