



## Pupil premium strategy statement – 2025-2028

### School overview

<b>Detail</b>	<b>Data</b>
Number of pupils in school	812
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	Dean Watson
Pupil premium lead	Louise Jaunbocus-Cooper
Governor / Trustee lead	Chris Trees

### Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£270,000
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£262,300</b>

# 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.

THS has identified three main barriers which feed into our three-year plan: Attendance, engagement in learning and engagement in wider school life and opportunities. These barriers have detrimental knock-on effects, namely low aspirations and poor mental wellbeing and attainment gaps between PP students and NPP students.

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 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 Raising 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	Students join the school with reading ages that are significantly lower than their non-disadvantaged peers. This impacts students' abilities to access the curriculum and their ability to understand and comprehend concepts, topics and other information presented in lesson. The reading gap persists through students' time at our school and directly impacts the progress that disadvantaged students make across the school
2	Attendance data for PP eligible students was 10% lower than non-PP eligible students in 2024-25, meaning that they miss more learning time and develop gaps in their knowledge which directly impacts their learning, progress and attainment
3	Our observations and data suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks. This can lead to low-level disruptive behaviours, but also larger incidents which have led to internal isolation or suspension
4	Our analysis suggests that students from disadvantaged backgrounds engage in fewer extra-curricular opportunities than non-disadvantaged peers. There is a cultural capital gap that means disadvantaged students have fewer advantages within schools, putting them at a higher 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by the end of this plan, demonstrated by the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by at least 5%

<p>Improved progress amongst disadvantaged students across the curriculum</p>	<p>By the end of our current plan in 2028, we would expect that the progress of our disadvantaged students is at least 0, and that the gap between disadvantaged and non-disadvantaged students has closed significantly on the current gap (over a grade)</p> <p>2024-25 Average A8 grade for PP students was 2.55</p> <p>2024-25 Average A8 grade for NPP students was 3.84</p>
<p>Improved reading comprehension amongst disadvantaged students across school</p>	<p>Reading comprehension tests demonstrate an improvement in reading and comprehension skills amongst disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. There will also be improvements seen in students' understanding and comprehension through work scrutiny and lesson visits</p>
<p>Reduce the cultural capital gap by providing disadvantaged students with access to enrichment activities they may not otherwise experience.</p>	<p>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)</p> <p>*The Tottington Pledge measures, leadership opportunities, community, cultural and extracurricular activities and CAIG engagement)</p>

## 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: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure students receive high quality teaching from subject specialists	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. <a href="#">1. High-quality teaching   EEF</a>	1, 2
Purchase of standardised diagnostic assessments (NGRT). Training will be provided for staff to ensure assessments are interpreted correctly and utilised to inform practice	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Improving Literacy in Secondary Schools   EEF</a>	1, 2
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 Purchase of subscription to The Day- used in tutor time to promote reading and comprehension across all year group	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with progress and attainment across the curriculum: <a href="#">Improving Literacy in Secondary Schools   EEF</a>  <a href="#">The Day</a> <a href="#">Home - The Day</a>	1, 2, 4
Training for staff focusing on modelling, scaffolding and checking for understanding to ensure that all students can access challenging learning, and that teachers can be responsive to students' learning needs when delivering this learning	Modelling and scaffolding allow students to become independent in the application and understanding of knowledge to ensure it is well understood. Checking for understanding is at the core of responsive teaching and allows teachers to identify knowledge gaps and then respond appropriately in the lesson to fill these:	1, 2, 4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school classes run for Year 11 in GCSE subjects to support them during their final year.	Teaching staff run extra classes after school which are used to support learners when approaching their mock and finally the summer exams. <a href="#"><u>Small group tuition   EEF</u></a>	1, 2, 3, 4
Revision Classes take place over the school holidays prior to the summer GCSE exams	Lessons are run during the holidays for all learners who wish to engage, based around exam preparation. <a href="#"><u>Extending school time   EEF</u></a>	1, 2, 3, 4
Revision materials	Academic support	1, 2, 3, 4

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

Budgeted cost: £70,000

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. Attendance staff will be employed, and there will be training for the attendance team and wider pastoral team to implement new procedures and ensure their practice is effective Costed time- TAS meetings every two-week (Team Around the Student) Deputy Headteacher, SENDCo, Pastoral Managers DDSL, Head of Year	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improved attendance has a direct correlation on student achievement whilst at school: <a href="#"><u>Working together to improve school attendance - GOV.UK</u></a>	1, 4
Staff training or Attachment and trauma-informed practice to ensure students have psychological safety which is conducive to self-regulation Pastoral Managers (full time/non-teaching) in all year groups (part	Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in, and improve, their learning	2, 3, 4

<p>funded by PP monies) who provide support for the child and their family</p> <p>Reset Manager to run internal reset room- doing therapeutic work</p>	<p><a href="#">Metacognition and Self-Regulated Learning   EEF</a></p>	
<p>Provision of mental health, wellbeing, and coaching support for students with SEMH issues.</p> <p>MHST worker from Bury LA for two days a week</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	2, 3, 4
<p>Ensure all Year 11 PP pupils have secure post -16 destinations (whilst maintaining GATSBY benchmarks across whole school)</p> <p>Careers advisor in school weekly- prioritising interviews with PP students a priority</p> <p>Unifrog logins for whole School</p>	<p>"The COVID-19 pandemic has added further disruption, with a disproportionate impact on young people as they enter the labour market. Many skilled jobs require specific education and training, and young people need more support to make better-informed decisions about their future."</p> <p><a href="https://www.gatsby.org.uk/education">https://www.gatsby.org.uk/education</a></p> <p><a href="#">Unifrog - The universal destinations platform.</a></p>	3, 4
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified or to "poverty proof the school day"</p> <p><a href="#">Tips for poverty-proofing your school   School Impact Awards</a></p>	2, 4

**Total budgeted cost: £270,000**

## 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 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.	<a href="#">Bury young people's mental health support team :: Pennine Care NHS Foundation Trust</a>