

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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
School name	Ashton on Mersey School
Number of pupils in school	1419
Proportion (%) of pupil premium eligible pupils	296 (20.8%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Lee McConaghie
Pupil premium lead	Helen Parkinson
Governor / Trustee lead	Val Thorpe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£279,035
Recovery premium funding allocation this academic year	£36,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£315,140

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium strategy is a three-year plan to tackle gaps in attainment and progress between the pupil premium cohort and our non-pupil premium cohort. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

At the heart of the strategy is high quality teaching, both in the classroom and in other areas of school life. The Educational Endowment Fund identifies ‘an effective teacher in front of every class’ as a key ingredient to the success of pupil premium strategies. This is something taken seriously and a programme of professional development linked to teaching and learning is always high priority. Metacognition is one such high impact/low cost strategy (EEF Teacher Toolkit) that is a focus of our training in 2021-22. A focus on literacy in particularly reading and oral language is also a focus (Improving Literacy in Secondary Schools). Staffing throughout school deployed to effectively teach and challenge our Pupil Premium Pupils is a main focus of our strategy.

Targeted academic support is also key. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress (The EEF Guide to the Pupil Premium—Autumn 2021). AOM’s strategy is outlined below but the intent is that intervention is targeted, delivered effectively by high quality staff and that the impact is properly monitored. The intervention strategy is also integral to wider school plans for education recovery, notably the catch-up funding programme to support pupils whose education has been worst affected, including non-disadvantaged pupils.

Wider strategies will also play a key role. Fundamental to the plan is a long-term community strategy to ensure disadvantaged families; pupils and parents feel a sense of belonging within the school community. The intention is to ensure that pupils eligible for Pupil Premium funding and their parents are proportionally represented across all positive aspects of our school life and feel fully integrated into the community.

Underpinning all of the above is attendance. If pupils are not in school the strategy is simply words on a page, attendance is key to success. Therefore, attendance will always be a focus for our strategy. This includes ‘active attendance’ as simply being in school isn’t enough, are pupils need to be in the right place, with the right mindset each day to ensure they are making progress.

## Challenges

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

Challenge number	Detail of challenge
1	Progress of our disadvantaged pupils is below the progress of our non-pupil premium pupils. In 2019 (last year of formal exams) progress of pupils eligible for pupil’s premium was -1.33 as opposed to -0.31 for non-PP. In the last two years that figure has risen (-0.69 in 2020, and -0.40 in 2021) and the gap between PP and non-PP has reduced (1.02 in 2019, 0.76 in 2020, and 0.64 in

	2021). However, -0.40 is still too low and this needs to continue to be a main area of focus.
2	Last year the attainment of our Pupil Premium Pupils was below national average for % basics 9-5 (28% as a pose to the 31.7% national average). Within that figure our White British FSM pupils need to be a focus group as they were outperformed by pupils from different ethnic groups. Particularly at 9-5.
3	<p>The attendance of our pupils eligible for Pupil Premium in 2020-21 was 84.75% which is well below our school target of 93%. This was in large part due to Covid 19 and the associated attendance issues. Attendance issues that also affected national figures. Pre-Covid Pupil Premium attendance was around 91% which is still below our 93% school target.</p> <p>Attendance Data:  2017-2018: 90%.  2018-2019: 91%  2019-2020: 91.8% (as of lockdown).</p> <p>Attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 3 - 6% lower than for non-disadvantaged pupils.</p> <p>331 pupils (23% of pupils) were persistently absent during 2020-21 (below 90% attendance). Of those 143 (10% of pupils) were disadvantaged pupils. As disadvantaged pupils account for 20% of our cohort this is disproportionate. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>NB – The Covid 19 pandemic had a significant impact on these figures during 2020-21.</p>
4	Parental Engagement is an area for improvement. Of the Year 11 pupils eligible for Pupil Premium only 57% of parents attended their Year 10 parents evening. This trend is also replicated in other areas of school life. Over the next 3 years increased Parent engagement will support increased attendance and progress of pupils.
5	Literacy gaps. The reading age of our pupils eligible for Pupil Premium is lower on entry than our non-Pupil Premium learners. For the current Year 7 the average reading age for our disadvantaged learners is 8.7 years with an average gap of -17.34 months on where they should be. For non-PP pupils, the reading age is 10.5 years with a gap of only -1.91 months.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of the current strategic plan**, and how leaders measure whether they have been achieved.

Intended outcome	Success criteria
Improved progress among disadvantaged pupils across the curriculum at the end of KS4.	Progress 8 figure Pupil Premium cohort (in line with four-year School Improvement Plan): 2021- 2022: -0.25 2022-2023: -0.2 2023-2024: -0.15 2024-2025: Above national average
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on % basic 9-5.	Attainment figure Pupil Premium cohort (in line with four-year School Improvement Plan): 2021- 2022: 33% (% basics 9-5) 2022-2023: 36% 2023-2024: 39%

	2024-2025: Above national average
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 (in line with four-year School Improvement Plan):</p> <p>Pupil Premium Attendance:</p> <p>2021- 2022: 93%</p> <p>2022-2023: 93.2%</p> <p>2023-2024: 93.4%</p> <p>2024-2025: 93.6%</p> <p>Persistent Absence (whole school target):</p> <p>2021- 2022: 10.8%</p> <p>2022-2023: 10.6%</p> <p>2023-2024: 10.4%</p> <p>2024-2025: 10.2%</p>
To achieve and sustain improved engagement for all pupils and their families, including those who are disadvantaged.	<p>Sustained high levels of engagement from 2024/25 demonstrated by:</p> <p>qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>An increase in representation of pupils in leadership opportunities.</p> <p>An increase of parents of pupils eligible for pupil premium attending school activities.</p> <p>70% of parents of disadvantaged pupils to attend Progress Evenings.</p>
Improved reading and oral literacy among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and work scrutiny/IQTL.</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: £107,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>Ongoing teacher training programme.</p> <p>Pupil assessment points to include metacognition activities (for example temperature checks).</p> <p>All faculties will be developing future metacognition activities into schemes of work.</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners:  <a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2 and 5.</p>
<p>Providing intervention and smaller Key Stage 4 teaching groups.</p> <p>Particular focus on Maths/English and Science. Teaching staff providing targeted intervention.</p> <p>Non-core also considered on a need basis for example Child Development.</p>	<p>Although research suggest reducing class sizes is low impact in general. International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. (EEF Teacher Toolkit).</p> <p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. (EEF Teacher Toolkit).</p>	<p>1 and 2</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>All subjects to focus on SPAG within their subject areas.</p>	<p>Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning:            Recommendation 5  <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Disciplinary literacy is an approach to improving literacy across the curriculum.</p>	<p>1, 2, and 5.</p>

<p>SPAG to also be delivered as part of the form time programme.</p> <p>A focus on oral language across all subjects.</p> <p>Literacy to be a focus of IQTL progress.</p>	<p>'Accountable talk' is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific. Teachers can support students by modelling high-quality talk, for example including key vocabulary and metacognitive reflection. Recommendation 6 <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>.</p> <p>Very high impact for very low cost based on extensive evidence. <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Use of Accelerated reader programme to improve reading ages of Key Stage 3 pupils.</p> <p>Analysis of PP data verses non-PP data. Focus on gap reduction and also support for PP pupils with low reading ages.</p> <p>All PP pupils with 24 months and greater gap between reading age and age to receive intervention.</p>	<p>Accelerated Reader produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF) and Durham University.</p> <p>"The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time."</p> <p>"Children and young people who use Accelerated Reader tend to enjoy reading more, do it more often and think more positively about reading than their peers who do not use Accelerated Reader. They are also more likely to see a link between reading and their successes."</p> <p>Dr Christina Clark, National Literacy Trust</p> <p>Very high impact for very low cost based on extensive evidence. <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2, and 5.</p>

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

Budgeted cost: £104,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Maths and English intervention,	Studies in England have shown that pupils eligible for free school meals	1, 2, and 5.

<p>delivered by Ashton on Mersey Teachers and Teaching Assistants.</p> <p>All pupils eligible for Pupil Premium in Year 11 and 10 to be offered intervention.</p> <p>Targeted pupils eligible for Pupil Premium in Key Stage 3 based on diagnostic assessments.</p>	<p>typically receive additional benefits from one to one tuition.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</p> <p>This is a high impact strategy with a moderate cost.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>.</p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2 and 5.
<p>Distributing the leadership of Pupil Premium by recruiting a Pupil Premium Champion for each Year group.</p> <p>Pupil Premium Champions will provide targeted academic and social support for Pupils.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1, 2, 3, 4, and 5.
<p>School Counselling service provided in school to support pupils mental and emotional wellbeing.</p>	<p>Approximately one in seven young people aged 11–19 experience at least one mental disorder. <a href="https://www.nhs.uk">According to recent NHS data</a> and <a href="https://www.earlyinterventionfoundation.org.uk">our own research</a>, the Covid-19 pandemic and resulting lockdowns have led to a worsening of teenagers' mental health.</p> <p><a href="https://www.earlyinterventionfoundation.org.uk">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	1, 2, 3.

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

Budgeted cost: £67,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Pupil Premium Attendance officer to supports pupils and their families in addition to our Pupil Premium Champions. Pupil Premium attendance car to support this role.</p> <p>Pupil Premium attendance discussed at all Senior Team meetings also at middle management Year Team meetings.</p> <p>Strategy developed based on data, Heads of Year and Pupil Premium Champions leading strategy for each Year Group.</p>	<p>Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.</p> <p>Deliver intervention in a targeted way, in response to data or intelligence. <a href="#">Improving School Attendance</a></p>	<p>1,2, and 3</p>
<p>Parental Engagement/Support Strategies.</p> <p>Support for parents with school resources such as uniform, equipment, digital devices, internet.</p> <p>Work to improve attendance at progress evenings so that 70% of Pupil Premium Parents are in attendance.</p> <p>Provide a homework club for pupils entitled to Pupil Premium budget ensure parents have a support</p>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning.</p> <p>Parental engagement strategies have the risk of increasing attainment gaps, if the parents that access parental engagement opportunities are primarily from affluent backgrounds.</p> <p>Moderate impact for very low cost based on extensive evidence. <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, and 4.</p>

mechanism for homework intervention.		
<p>Pupil Engagement/Enrichment strategies.</p> <p>Support for pupils with equipment, revision guides, School Trips.</p> <p>Ensure all positive aspects of school life have proportionate representation of disadvantaged students (20-25% as a guide).</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2, and 3.
Contingency fund for acute issues.	Based on experience and those of similar schools leaders have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

**Total budgeted cost:** £315,140

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p>Internal assessments during 2020/21 suggested that progress has improved for pupils eligible for Pupil Premium in the last three years. In 2019 (last year of formal exams) progress was -1.33 as opposed to -0.31 for non-PP. In the last two years that figure has risen (-0.69 in 2020, and -0.40 in 2021) and the gap between PP and non-PP has reduced (1.02 in 2019, 0.76 in 2020, and 0.64 in 2021). However, progress of disadvantaged pupils remains below the progress of our non-pupil premium pupils and this remains an important part of our Pupil Premium strategy and School Improvement Plan.</p> <p>EBacc entry was 47%, which is higher than in the previous 3 years, and is also 30% higher than the National Average (National figure disadvantaged 27%). Our EBacc average point score was also above National Average at 3.59% (National figure disadvantaged 3.40).</p> <p>Attainment 8 was also above National Average at 41.78 (National figure disadvantaged 40.3). However, there was still a 13.05 gap in Attainment 8 between PP and non-PP pupils.</p> <p>% Basic 9-5 figure for disadvantaged has fallen when compared to last year's figure at 25% (36% 2019-20, 32% 2018-19). This was also below National Average. This is reflected the 2021-22 Pupil Premium Strategy.</p> <p>In 2020-21 intervention teachers in Maths and English delivered 1:1 and group sessions to selected pupils. 51% of Year 11 disadvantaged pupils received English intervention and 64% received Maths. This is lower than previous year's figures due to National Lockdown. On return</p>
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to school in March the strategy widened to all year groups focusing on pupils who require additional support post-remote learning, this linked into our Covid Catch Up Strategy.

During national lockdown a robust tracking process was put into place for our disadvantaged learners. Tracking pupils allowed for responsive and targeted intervention from the Pastoral Team. Intervention included phone calls home, support with digital devices, home visits, and in persistent cases the offer of a place in school. This intervention led to very high remote learning engagement. In the period between the start of term in January and February half term the remote learning engagement of our disadvantaged pupils never dipped below 90%. After half term this figure decreased slightly but this was still in line with the whole school figure. An 86.7% average engagement was recorded for the whole period of remote learning and the engagement of Pupil Premium learners was always within 3-5% of the non-Pupil Premium pupils.

Digital device provision has been the key to a pupils' ability to access their education. During national lockdown 244 Chromebooks were provided to pupils in our community. Every pupil who requested a digital device was able to access one. 94 of these Chromebooks came from a Government Scheme and 150 of these were school Chromebooks. The Government Chromebooks have been given to our pupils eligible for Free School Meals. Internet WIFI dongles were also provided to pupils without WIFI access at home, 8 pupils requested this support.

The attendance of pupils eligible for Pupil Premium is always a key target of our Pupil Premium Strategy and School Improvement Plan. It has been a challenging year for attendance due to the Covid 19 Pandemic. Attendance of our pupils eligible for Pupil Premium was 84.75% in 2020-21. In addition, 331 pupils were persistently absent during 2020-21 (below 90% attendance). Of those 143 were disadvantaged pupils (43%). Prior to lockdown in 2020 our pupil premium attendance was 91.8% and had been improving year on year.

In addition to school attendance strategies a Pupil Premium school attendance car is used to improve attendance. The car is for home visits and to pick up pupils who are persistently absent or late for school. This car has been used regularly by our Pupil Premium Attendance Officer and it has already proved successful with a number of pupils. This resource will be utilised further throughout the academic year 2021-22.

Funding has also supported with resources to support learning. Ashton on Mersey School has helped Pupil Premium students with the cost of items of new uniform and PE kit. Pupil Premium families are encouraged to contact the school if they require any help towards uniform costs. Support has also been provided for uniform requirements in our practical subjects in KS4, for example safety boots and clothing for pupils working in Construction. The school will continue to work on ensuring educational equality and access for our Pupil Premium learners during 2021-22.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

Programme	Provider
Accelerated Reader	Renaissance Place/Learner
Satchel One	Satchel One

CPOMS	Raptor Technologies
Brilliant Club	Registered charity in England and Wales (no. 1147771)

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*