

Pupil Premium Strategy Statement – Cansfield High School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Cansfield High School
Number of pupils in school	1037
Proportion (%) of pupil premium eligible pupils	25.6% (266 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Nici Daniels, Headteacher
Pupil premium lead	Sam Dobinson, Assistant Headteacher
Governor / Trustee lead	Joanne Buckler / Jake Stanley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,170
Recovery premium funding allocation this academic year	£ 0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£282,170

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

However, our vision at Cansfield High goes beyond simply narrowing the gap between those who are economically advantaged and those who are not. We are determined to ensure that all pupils, irrelevant of background or prior attainment, have the skills and qualifications so that they may realise their potential and achieve their dreams.

We aim to diminish the difference and give students the opportunity to become the best version of themselves, this will be fulfilled through the following areas of focus:

- Raise the profile of pupil premium with all staff, students, parents and Governors
- Narrow the gap academically by raising the attainment of pupil premium students
- Ensure high-quality teaching coupled with high expectations
- Provide opportunities to widen life experiences

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. In order for our pupils to excel academically and become well-rounded members of society, we have adopted a three-pronged approach to mitigate the impact of disadvantage through teaching, targeted interventions and wider strategies.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Secure high quality for all students, setting high expectations and delivering strong academic outcomes.
2	Improving levels of literacy for PP students across all year groups, supported with the buy-in and embedding of Accelerated Reader across KS3 to increase reading for pleasure.
3	Improving literacy and numeracy across KS3 and KS4 for low attaining disadvantaged pupils.
4	Improving attendance rates of PP students to match non-PP students.
5	Improving the life experiences, aspirations and engagement in the curriculum for disadvantaged students, whilst tracking and targeting disadvantaged attendance for extra-curricular clubs, teams and events.
6	Barriers to attendance and learning are removed because disadvantaged students and parents have access to the uniform and resources they need to succeed.

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
Secure high-quality teaching for all students, setting high expectations and delivering strong academic outcomes.	<p>By the end of our current plan in 2025/26, 80% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In 2022 this figure was 32.6%, this has increased to 42.6% in 2023. In 2024, this figure reduced slightly to 40%.</p> <p>Termly progress data demonstrates expected progress is being made. PPE results demonstrate expected progress is being made. GCSE exam results (P8 scores show that PP pupils achieve in line with non-PP)</p> <p>Learning walks support the challenge of all students receiving high quality teaching.</p>

<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Accelerated Reader records show an increase in reading and levels of challenge. Termly progress data demonstrates expected progress being made by PP and non-PP students.</p> <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 book scrutiny. Transitioning to Reading Plus in April 2024.</p>
<p>Improved literacy and numeracy across KS3 and KS4 for low attaining disadvantaged pupils.</p>	<p>Achieve national average English and Maths 5+ for disadvantaged students.</p>
<p>Improve attendance rates of PP students to match non-PP students.</p>	<p>Disadvantaged pupils' attendance to be in line with non-PP</p> <p>2018-19: Non-PP 96.98% PP 93.15%, Gap -4.5%</p> <p>2019-20: Non-PP 96.02% PP 89.36% Gap -6.66%</p> <p>2020-21: Non-PP 93.55% PP 87.83% Gap -5.78%</p> <p>2021-22: Non-PP 93.34% PP 88.51% Gap -4.83%</p> <p>2022-23: Non-PP 92.98% PP 87.56% Gap -5.42%</p> <p>2023-24: Non-PP 94.01% PP 88.626% Gap -5.38%</p>
<p>Improve the life experiences, aspirations and engagement in the curriculum for disadvantaged students, whilst tracking and targeting disadvantaged attendance for extra-curricular clubs, teams and events.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by: 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>Increased aspiration among disadvantaged pupils – NEET figures to remain low.</p>
<p>Barriers to attendance and learning are removed because disadvantaged students have access to the uniform and resources they need to succeed.</p>	<p>Attendance records show PP attendance is equal to the attendance of non-PP.</p> <p>Pupil survey results show improvement in engagement and aspiration in school.</p> <p>Parent engagement evenings to help increase the aspirations of parents of disadvantaged students so they can assist their children with revision at home.</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: **£126,984**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards Director of Groups - Oversee all PP students in school to reduce barriers to learning and raise attainment, including three CPD sessions on Pupil Premium.	NFER – Whole-school ethos for attainment for all / High quality teaching / Clear, responsive leadership / Data driven and responding to evidence.	1, 5, 6
Contribution towards Deputy Headteacher and, Director of Basics, Assistant Headteacher leading on Data and Exams. To monitor and improve student attainment and progress with particular focus on and monitoring of PP students, including CPD sessions on literacy, numeracy and quality first teaching and effective feedback.	NFER – Whole-school ethos for attainment for all / High quality teaching / Clear, responsive leadership / Data driven and responding to evidence	1, 2, 3
Contribution towards additional teachers in English and Maths - Additional staffing providing additional groups at KS4 ensuring smaller class sizes in English and Maths and therefore increasing the amount of teacher support students receive in the classroom	Sutton Trust Research 2011‘The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year’s worth of learning under very effective teachers compared to poorly performing teachers.’ NFER – Deploying staff effectively. EEF – Reducing class size.	1, 3
Build a library of classic texts - Over the five years at Cansfield we will support students to build a library of classic texts at home by purchasing them a book.	NFER – Whole- school ethos for attainment for all. EEF – Reading comprehension strategies	2, 3, 5

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

Budgeted cost: **£103,642**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards Director of Groups with responsibility for pastoral and student welfare - Oversee pastoral provision for PP students including pastoral, safeguarding and attendance.	NFER – Clear, responsive leadership / Data driven and responding to evidence / Addressing behaviour and attendance. EEF – Behaviour intervention / Mentoring intervention	4, 6
Contribution towards Senior Assistant Headteacher leading on Groups of Learners - Oversee all PP students in school to reduce barriers to learning and raise attainment, including parental engagement events.	NFER – Clear, responsive leadership / Data driven and responding to evidence / Addressing behaviour and attendance. EEF – Mentoring intervention	5, 6
Contribution towards Senior Assistant Headteacher for Outcomes and Data (Core and Foundation) - To monitor and improve student attainment and progress with particular focus on and monitoring of PP students.	NFER – High quality teaching / Clear, responsive leadership / Data driven and responding to evidence / Deploying staff effectively / Meeting individual learning needs. EEF – Mentoring intervention.	1
Contribution towards a Covid Recovery Mentor - To oversee PP students working closely with students and staff to improve attainment and reduce barriers to learning.	NFER – Data driven and responding to evidence / Deploying staff effectively / Meeting individual learning needs. EEF – Mentoring intervention. The Education Policy Institute published a report in August 2020 which found disadvantaged children were over a year and a half behind their better off peers by the end of secondary school. ‘On the eve of the pandemic this gap ... had begun to widen ... COVID-19 having exacerbated a whole host of deeply ingrained problems.’ Natalie Perera –executive director of the Education Policy Institute.	1, 4, 5

Contribution towards Pastoral HOY - To oversee PP students in year group, working closely with students and staff to improve behaviour, attendance and promote student wellbeing.	NFER – Data driven and responding to evidence / Addressing behaviour and attendance. EEF – Behaviour intervention. Mentoring intervention.	2, 3, 4, 5
Contribution towards one Senior Pastoral Leader - To monitor and support pupil premium students where there are any pastoral or safeguarding concerns.	NFER – Clear, responsive leadership / Data driven and responding to evidence / Addressing behaviour and attendance. EEF – Behaviour intervention / Mentoring intervention.	2, 3, 4, 5
Contribution towards two Attendance Officers - To monitor and improve student attendance with particular focus on and monitoring of PP students, including meeting with students, parents and making home visits.	NFER – Data driven and responding to evidence / Addressing behaviour and attendance.	2
Contribution towards Senior Learning Coaches - Focus on improving attainment for students who may be struggling in the classroom with progress or behaviour.	NFER – Deploying staff effectively / Meeting individual learning needs. EEF – Metacognition and self-regulation.	1, 3
Contribution towards Learning Coaches - Focus on improving attainment for students who may be struggling in the classroom with progress or behaviour.	NFER – Deploying staff effectively / Meeting individual learning needs. EEF – Metacognition and self-regulation.	1, 3
Contribution towards Careers Advisor - Focusing on and prioritising the needs of PP students with careers information and guidance, with greater emphasis and monitoring on those at greater risk of becoming NEET.	NFER – Deploying staff effectively / Meeting individual learning needs. EEF – Aspiration intervention.	1, 2, 3, 5
Specialist English Intervention - 1 to 1 small group work to support borderline students across all grades.	NFER – Deploying staff effectively / Meeting individual learning needs. EEF – 1-2-1 tuition / Literacy intervention. EEF Toolkit: Small Group Tuition	1
Specialist Maths Intervention - 1 to 1/small group work to support borderline students across all grades.	NFER – Deploying staff effectively / Meeting individual learning needs. EEF – 1-2-1 tuition.	1

Revision materials - Provision of revision books and funding for revision to raise attainment.	NFER – Whole-school ethos of attainment for all / Meeting individual learning needs. EEF – Aspiration intervention.	1
Contribution towards Librarian - Targeting support for students identified through student voice and engagement in library to promote and develop a love of reading and improve literacy.	NFER – Whole-school ethos of attainment for all / Deploying staff effectively / Meeting individual learning needs. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge. EEF – Literacy intervention.	1, 5
Peripatetic Lessons - 1 to 1/small group private instrumental lessons providing tuition not available to them.	NFER – Deploying staff effectively / Meeting individual learning needs. EEF – Aspiration intervention.	1, 5
Additional small group and one-to-one sessions for targeted students (supporting school led grant funding)		

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

Budgeted cost: **£51,544**

Approach	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards Assistant Headteacher. Oversee all PP students in school. Monitoring participation in extra-curricular clubs, events and trips.	NFER – Clear, responsive leadership / Data driven and responding to evidence. EEF – Aspiration intervention.	5
Trip to Colomendy - All PP students in Y7 will be given the opportunity to attend Colomendy with team building activities.	EEF – Aspiration intervention / Outdoor adventure learning.	3, 5

Trip to France - All PP students in Y9 will be given the opportunity to attend a trip to Lille in France, raising their cultural capital.	EEF – Aspiration intervention.	1, 5
Theatre trip - All PP students in Y10 will be given the opportunity to attend the theatre.	EEF – Aspiration intervention.	1, 5
Sporting Scholarship - Provide PP students with a sporting scholarship to access clubs, training and equipment not accessible to them.	EEF – Aspiration intervention.	1, 3, 5
Arts Scholarship - Provide PP students with the arts scholarship to access resources, workshops, events and experiences not available to them.	EEF – Arts Participation / Aspiration intervention.	1, 3, 5
Performing Arts Scholarship - Provide PP students with a performing arts scholarship to access clubs, training and equipment not accessible to them.	EEF – Arts Participation / Aspiration intervention.	1, 3, 5
Musical Scholarship - Provide PP students with a musical scholarship to access workshops, tuition and equipment not accessible to them.	EEF – Arts Participation / Aspiration intervention.	1, 3, 5
Whole school rewards - To promote attendance, punctuality and progress in formal assessments.	EEF – Aspiration intervention.	1, 2, 3, 5
Equipment - To provide students with equipment generally not accessible to them including stationary, scientific calculator, ingredients, remote learning equipment, etc.	EEF – Aspiration intervention.	1, 3, 6
Contribution towards CANW counsellor - Focus on supporting student's mental health and well-being particularly in the aftermath of Covid-19 lockdown periods.	EEF – Social and emotional learning. EIF report on adolescent mental health found good evidence that CBT intervention can reduce symptoms of anxiety and depression.	2, 3, 5
Contingency fund for subject trips - Allowing PP students to access experiences not available to them, promoting engagement and progression within a particular subject.	EEF – Aspiration intervention.	1, 3, 5

Contingency fund for sporting clubs outside of school - Support students with subs, etc to improve their self-esteem and aspirations.	EEF – Aspiration intervention.	1, 3, 5
College/University trips - To raise aspirations of students, engage them further in the curriculum and provide experiences for students to make informed decisions about their journey after Cansfield.	EEF – Aspiration intervention.	1, 3, 5
Uniform including PE kits - Assistance with uniform costs to promote inclusion by raising attainment, attendance and social capital.	EEF – School uniform.	1, 2, 3, 5, 6
Transport - Ensure that transport to school is not a barrier to attendance. Provide transport for vulnerable students to attend clubs, smart classes and arrive in good time to all morning public examinations.	NFER – Whole-school ethos of attainment for all / Clear, responsive leadership / Meeting individual learning needs.	1, 2, 5, 6

Total budgeted cost: £282,170

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 2023 to 2024 academic year.

Overview

Pupil Premium							
Number of Students				Percentage of Students			
PP	No	Yes	Grand Total	PP	No	Yes	Grand Total
Year 7	144	60	204	Year 8	70.5	29.5	100
Year 8	163	49	212	Year 9	76.8	23.2	100
Year 9	157	53	210	Year 10	74.7	25.3	100
Year 10	168	51	219	Year 11	76.7	23.3	100
Year 11	133	58	191	Year 11	69.6	30.4	100
Grand Total	765	271	1036	Grand Total	73.8	25.8	100

Data

Measure	Summer 2019		Summer 2023		Summer 2024	
	PP	NON-PP	PP	NON-PP	PP	NON-PP
A8 score	37.92	47.01	38.9	50.65	30.27	45.68
P8 score	-0.84	-0.26	-0.6	-0.04	-1.14	-0.38
% basics at 4+	46.3%	69.0%	44.2%	71.8%	28.9%	64.4%
% basics at 5+	17.1%	42.6%	25%	45%	11.10%	39%

The data shows a mixed performance for disadvantaged (PP) students compared to non-disadvantaged (Non-PP) students from 2019 to 2024. While there were some improvements by 2023, particularly in the A8 score, P8 score, and the percentage of students achieving 5+ in basics, a significant decline occurred in 2024 across all measures. In 2023, PP students slightly improved their A8 score (38.9) and P8 score (-0.6), but by 2024, these dropped to 30.27 and -1.14, respectively. Non-PP students, although consistently outperforming PP students, also saw declines in 2024. The drop in both groups, particularly for disadvantaged students, signals a need for renewed focus on interventions to sustain previous gains.

Attendance

	Non PP - Attendance (2023-2024)	PP Attendance (2023-2024)	FFT FSM6 National Average	Difference between Cansfield PP Attendance & National Average
Year 7	95.77	93.49	91.8	+1.69
Year 8	93.68	89.45	90.4	-0.95
Year 9	92.78	87.82	89.2	-1.38
Year 10	93.89	89.17	89.1	+0.07
Year 11	93.93	83.20	85.6	-2.40
Whole School	94.01	88.626	89.22	-0.594

	Sept 2019 – July 2020		Sept 2020 – July 2021		Sept 2021 – July 2022		Sept 2022 – July 2023		Sept 2023 – July 2024	
	PP	NON-PP	PP	NON-PP	PP	NON-PP	PP	NON-PP	PP	NON-PP
Attendance	89.36%	96.02%	87.83%	93.55%	88.51%	93.34%	87.56%	92.98%	88.63	94.01
Gap	-6.66%		-5.72%		-4.83%		-5.42%		- 5.39 %	

The attendance gap between pupil premium (PP) and non-pupil premium (Non-PP) students has shown a gradual narrowing over the five-year period from 2019 to 2024. In 2019-2020, the gap was -6.66%, and while both groups experienced pandemic-related dips in 2020-2021, the gap narrowed to -5.72%. By 2021-2022, the gap reduced further to -4.83%, the smallest difference observed in this period. However, the gap widened slightly in 2022-2023 to -5.42% before narrowing again in 2023-2024 to -5.39%. PP attendance has been gradually recovering, increasing from 87.56% in 2022-2023 to 88.63% in 2023-2024, though it remains below pre-pandemic levels. Non-PP students have shown a similar trend, with attendance rising from 92.98% in 2022-2023 to 94.01% in 2023-2024. Although the attendance gap remains, it is notably narrower than in 2019-2020, reflecting some progress. Continued efforts will be necessary to further close this gap, particularly given the fluctuations in recent years.

Externally provided programmes

Programme	Provider
PP English Tutoring (Y10)	GM Higher
External Tutoring	TutorRight

Service pupil premium funding (optional)

Measure	Details

Further information (optional)

Additional activity

If you would any further information regarding pupil premium, please contact S Dobinson (Assistant Headteacher) at: s.dobinson@cansfield.wigan.sch.uk