

Pupil Premium Strategy Statement – Cansfield High School

This statement details our school's use of pupil premium 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	973
Proportion (%) of pupil premium eligible pupils	29.8% (290 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 2025
Date on which it will be reviewed	September 2026
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 Vision

At Cansfield High School, our vision is clear: every pupil, regardless of their background, is empowered to achieve their full potential and to thrive academically, personally, and socially. We are committed to addressing educational disadvantage, closing attainment gaps, and ensuring that no child's future is limited by socio-economic circumstance.

Our approach is driven by national evidence and informed by local context. Research by the Education Endowment Foundation (EEF) demonstrates that high-quality teaching is the most powerful lever for improving outcomes for disadvantaged pupils, with the potential to accelerate learning by up to 1.5 years in a single academic year. Consequently, quality-first teaching sits at the core of our strategy, complemented by targeted interventions and wider provision to address barriers to learning.

Research-Informed Approach

At Cansfield High School, we are acutely aware of the growing body of evidence that documents effective practice in the use of the Pupil Premium. Both within our own school community and across the wider educational landscape, research continues to highlight what works - and what does not - in addressing disadvantage. As such, for 2025–26 we have reviewed and refined the way in which we plan, allocate, and monitor Pupil Premium funding, ensuring that resources are targeted with maximum impact and evaluated with rigour.

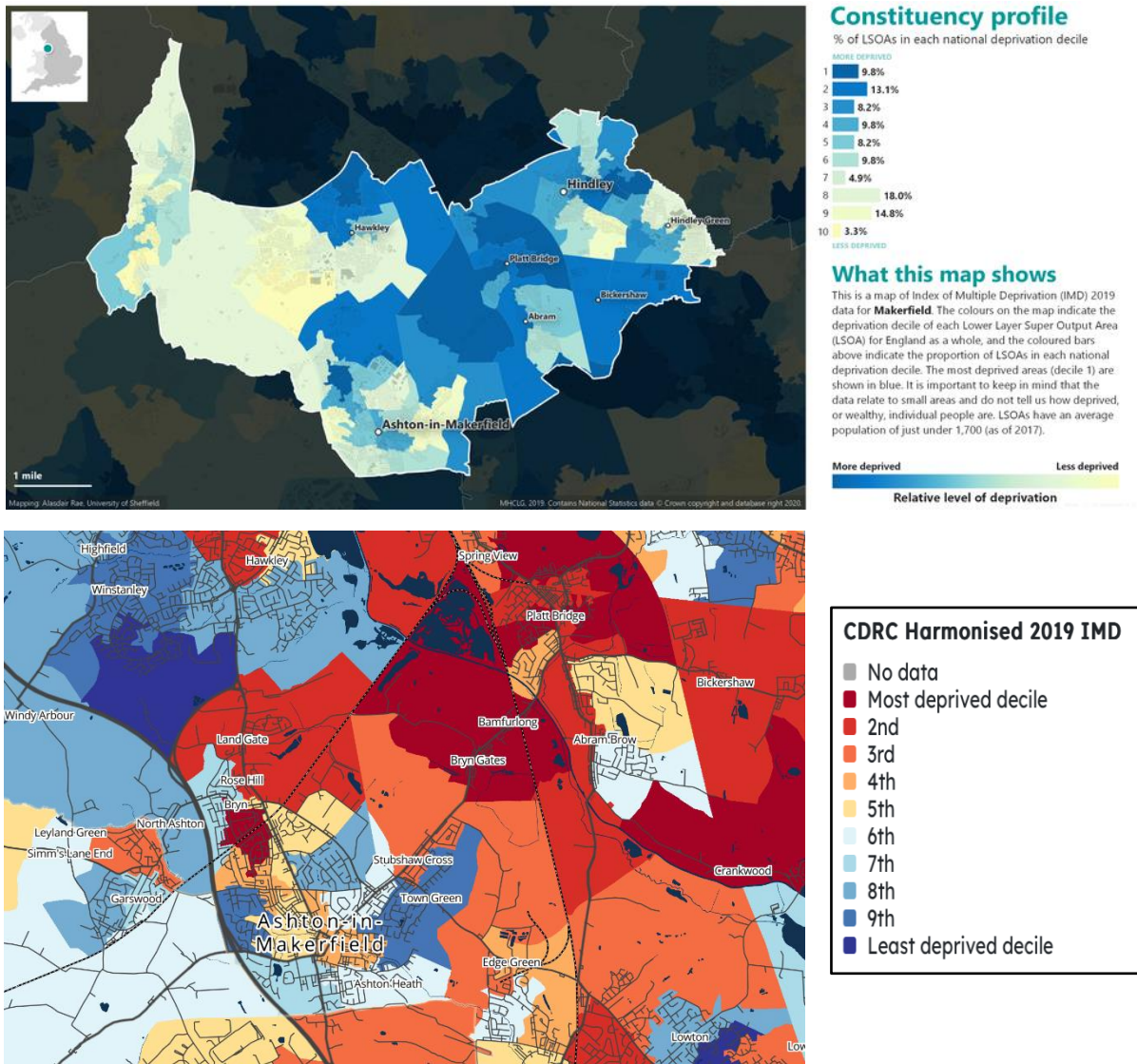
Firstly, we continue to draw on the evidence base provided by the Education Endowment Foundation (EEF), particularly the Teaching and Learning Toolkit, which remains a cornerstone in informing our strategic decisions:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Secondly, we have engaged with a range of publications and guidance from the Department for Education (DfE), Ofsted, and leading educational researchers to ensure our strategy reflects national best practice. Key sources include:

- *The Pupil Premium: How schools are spending the funding successfully to maximise achievement* - Ofsted (2013)
- *The Pupil Premium: How schools are using the funding to raise achievement for disadvantaged pupils* – Ofsted (2012)
- *Evaluation of Pupil Premium Research Report* - Department for Education (2013)
- *The EEF Guide to the Pupil Premium* – Education Endowment Foundation (2019)
- *Addressing Educational Disadvantage in Schools and Colleges: The Essex Way* – Marc Rowland (2021)
- *Greater Expectations: Enabling Achievement for Disadvantaged Students* (2024)
- *Closing the Attainment Gap in School* (2021)
- *Understanding Literacy and Disadvantage* (2022)

This strategy is also shaped by postgraduate-level research undertaken at Cansfield High School. Assistant Headteacher, Sam Dobinson, completed a Masters dissertation at Liverpool Hope University exploring how geographical and school contexts influence the effectiveness of Pupil Premium strategies. This work, now being prepared for academic publication, reinforces the need to tailor interventions to local need.



Local Context

In Ashton-in-Makerfield and the surrounding locality, disadvantage manifests not only through attainment gaps and literacy barriers, but also through reduced aspiration and limited access to pathways connecting education with future careers. This insight has directly informed our approach to raising aspiration, strengthening careers provision, and ensuring equitable access to opportunities.

Strategic Priorities

We recognise that disadvantaged pupils in Ashton are statistically less likely to pursue A-levels, higher education, or competitive training pathways compared to their peers nationally. At Cansfield, we aim to disrupt this trend through a strategy centred on high expectations, aspiration, and opportunity.

Our strategic intent focuses on four key areas:

- **Effective Teaching:** Deliver consistently excellent teaching, supported through CPD, instructional coaching, and our Excellence framework.
- **Addressing Barriers:** Remove key barriers to learning, with a focus on literacy, numeracy, attendance, and aspiration.
- **Enrichment and Aspiration:** Ensure disadvantaged pupils benefit from enrichment, cultural capital, and high-quality careers education, enabling them to make ambitious, informed post-16 and post-18 choices.
- **Evaluation:** Monitor and evaluate the impact of strategies systematically, with senior leadership and governor oversight, ensuring that Pupil Premium funding improves outcomes and progression.

Challenges

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

Challenge number	Detail of challenge
1	Ensure consistently high-quality teaching for all pupils by setting ambitious expectations and securing strong academic outcomes across all subjects.
2	Strengthen literacy development for disadvantaged pupils across all year groups to support access to the full curriculum.
3	Raise attainment in literacy and numeracy at KS3 and KS4 for lower-attaining disadvantaged pupils, ensuring they are well-prepared for further study and employment.
4	Improve attendance rates among disadvantaged pupils so they align with, or exceed, those of their non-disadvantaged peers.
5	Enhance pupils' life experiences, aspirations, and engagement through targeted enrichment, careers guidance, and active participation in extra-curricular activities, ensuring equitable access and tracking of participation.
6	Remove practical barriers to attendance and learning by ensuring that disadvantaged pupils and their families have access to essential resources, including uniform, equipment, and learning materials.

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.	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). Learning walks support the challenge of all students receiving high quality teaching.
Improved reading comprehension among disadvantaged pupils across KS3.	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.
Improved literacy and numeracy across KS3 and KS4 for low attaining disadvantaged pupils.	Achieve national average English and Maths 4+ and 5+ for disadvantaged students.
Improve attendance rates of PP students to match non-PP students.	Disadvantaged pupils' attendance to be in line with non-PP 2018-19: Non-PP 96.98% PP 93.15%, Gap -4.5% 2019-20: Non-PP 96.02% PP 89.36% Gap -6.66% 2020-21: Non-PP 93.55% PP 87.83% Gap -5.78% 2021-22: Non-PP 93.34% PP 88.51% Gap -4.83% 2022-23: Non-PP 92.98% PP 87.56% Gap -5.42% 2023-24: Non-PP 94.01% PP 88.626% Gap -5.38% 2024-25: Non-PP 94.7% PP 90.61% Gap – 3.74%
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.	Sustained high levels of wellbeing from 2024/25 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Increased aspiration among disadvantaged pupils – NEET figures to remain low.
Barriers to attendance and learning are	Attendance records show PP attendance is equal to the attendance of non-PP.

<p>removed because disadvantaged students have access to the uniform and resources they need to succeed.</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 Assistant Headteacher- 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 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 classic text.	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 Assistant Headteacher 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 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	NFER – Data driven and responding to evidence / Addressing behaviour and attendance.	2

students, including meeting with students, parents and making home visits.		
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
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 PGL - All PP students in Y7 will be given the opportunity to attend PGL 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 Paris 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	EEF – Aspiration intervention.	1, 3, 6

calculator, ingredients, remote learning equipment, etc.		
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 2024 to 2025 academic year.

Overview								
Pupil Premium								
Number of Students				Percentage of Students				
PP	No	Yes	Grand Total	PP	No	Yes	Grand Total	
Year 7	94	62	156	Year 7	60.3%	39.7%	100	
Year 8	138	59	197	Year 8	70%	30%	100	
Year 9	135	62	197	Year 9	68.5%	31.5%	100	
Year 10	165	52	217	Year 10	76%	24%	100	
Year 11	151	55	206	Year 11	73%	27%	100	
Grand Total	683	290	973	Grand Total	69.5%	30.5%	100	

Data								
Measure	Summer 2019		Summer 2023		Summer 2024		Summer 2025	
	PP	NON-PP	PP	NON-PP	PP	NON-PP	PP	NON-PP
A8 score	37.92	47.01	38.9	50.65	30.27	45.68	38.5	46.40
P8 score	-0.84	-0.26	-0.6	-0.04	-1.14	-0.38	- 0.08	0.33
% basics at 4+	46.3%	69.0%	44.2%	71.8%	28.9%	64.4%	50%	67.7%
% basics at 5+	17.1%	42.6%	25%	45%	11.10%	39%	30%	44.3%

The overview data shows a mixed performance for disadvantaged (PP) students compared to their non-disadvantaged (non-PP) peers from 2019 to 2025, reflecting both periods of progress and areas requiring continued focus. While outcomes for PP students improved steadily between 2019 and 2023-particularly in the A8 score, P8 score, and the percentage of students achieving 5+ in English and mathematics-a significant decline was recorded in 2024 across all key measures.

Encouragingly, 2025 data demonstrates a strong recovery, with PP students' outcomes returning to levels comparable with, and in some measures exceeding, those seen prior to the 2024 decline.

Across all measures, there has been a marked improvement from 2024 to 2025, demonstrating the positive impact of targeted interventions and renewed focus on teaching, learning, and support for disadvantaged students. The data shows substantial gains in both attainment and progress measures, reversing the decline seen in 2024.

The A8 score for PP students increased by +8.23 points, reflecting improved performance across a wider range of subjects. Similarly, the P8 score rose significantly, from -1.14 in 2024 to -0.08 in 2025, indicating that PP students are now making progress much closer to national expectations.

The percentage of PP students achieving Basics 4+ improved sharply from 28.9% to 50%, narrowing the gap with non-PP peers by over 15 percentage points. At the higher threshold, Basics 5+ rose from 11.1% to 30%, representing nearly a threefold increase and showing stronger performance at higher grades.

These gains suggest that the strategies implemented over the past year - such as improved curriculum sequencing, enhanced literacy and numeracy support, and strengthened attendance and pastoral systems - have begun to deliver tangible outcomes. The progress made from 2024 to 2025 highlights an upward trajectory and provides a strong foundation for continued improvement into 2026.

When comparing **2025 A8 and P8 outcomes** with those from **2019 and 2023**, it is evident that **PP students have realigned with previous levels of performance** following the dip in 2024. The improvement between 2019 and 2025 (P8: +0.58 / A8: +0.76) demonstrates a clear upward trend over time, suggesting that long-term strategies to support disadvantaged pupils are having a sustained impact.

Although the 2025 P8 score is slightly below that of 2023 (-0.40), it still represents a considerable recovery from the sharp decline experienced in 2024. The A8 improvement of +0.52 since 2023 shows stronger attainment across a broader range of subjects, reflecting greater curriculum access and improved consistency in classroom standards.

These trends point to a **narrowing of the attainment and progress gap** between PP and non-PP students compared with earlier years. The gains in 2025 are particularly encouraging given the national context of post-pandemic learning recovery and persistent attendance challenges affecting disadvantaged groups.

Overall, the data indicates that PP students are now performing more comparably to their non-PP peers, with the 2025 outcomes signalling renewed momentum towards achieving parity in both progress and attainment. Continued focus on high-quality teaching, literacy and numeracy intervention, and targeted academic mentoring will be key to consolidating and accelerating these improvements in the next academic cycle.

Attendance

	Non PP - Attendance (2024 -2025)	PP Attendance (2024-2025)	FFT FSM6 National Average	Difference between Cansfield PP Attendance & National Average
Year 7	96.4%	93.4%	89.8%	+3.6%
Year 8	95.0%	93.0%	87.0%	+6.0 %
Year 9	93.8%	87.6%	85.2%	+2.4%
Year 10	93.8%	87.6%	84.2%	+3.4%
Year 11	93.8%	87.6%	83.6%	+4.0%
Whole School	94.7%	90.6 %	86.2%	+4.4%

	Sept 2019 – July 2020		Sept 2020 – July 2021		Sept 2021 – July 2022		Sept 2022 – July 2023		Sept 2023 – July 2024		Sept 2024 – July 2025	
	PP	NON-PP	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%	87.56%	88.63	94.01	90.6	94.7
Gap	-6.66%		-5.72%		-4.83%		-5.42%		-5.39 %		-4.1 %	

The attendance gap between Pupil Premium (PP) and non-Pupil Premium (non-PP) students has shown a consistent pattern of gradual improvement over the six-year period from 2019 to 2025. In 2019–2020, the attendance gap stood at -6.66%, and despite national disruption during the pandemic years, the gap has steadily narrowed to -4.1% in 2024–2025—the smallest in the recorded period.

While both groups experienced attendance declines during 2020–2022, linked to the wider national picture, PP attendance has since recovered by +3.0 percentage points, rising from 87.56% in 2022–2023 to 90.6% in 2024–2025. This improvement indicates that school-level attendance interventions and pastoral support systems are having a measurable impact.

When benchmarked against the FFT FSM6 national averages, Cansfield’s PP attendance outperforms national figures across every year group. The whole-school PP attendance rate of 90.6% is 4.4% above the national average for disadvantaged students, with the most notable differences seen in Years 7 and 8, where attendance is 3.6% to 6.0% higher than national levels.

Although the attendance gap between PP and non-PP students remains, the ongoing reduction reflects positive momentum. Sustained improvements in attendance culture, early intervention, and parental engagement have been key drivers of this progress. Continued emphasis on addressing persistent absence—particularly in KS4—and ensuring rapid, consistent follow-up for non-attendance will be essential to maintaining and accelerating this improvement trajectory into 2025–2026.

Externally provided programmes

Programme	Provider
External Tutoring	TutorRight

