

Pupil premium strategy statement – Altrincham College

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	972
Proportion (%) of pupil premium eligible pupils	25.51% (248)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ms. K. Earle
Pupil premium lead	Mr. D. Wakefield
Governor / Trustee lead	Mr. C. Broom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 266,600
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 266,600

Part A: Pupil premium strategy plan

Statement of intent

At Altrincham College our vision is to nurture well-rounded citizens of the future who are knowledgeable, happy and resilient so that they make a valuable contribution to the world in which they live and are empowered to make informed and positive life choices. The Pupil Premium strategy is intended to support our disadvantaged students in achieving these goals.

Through analysis of our context and multifaceted data, alongside stakeholder voice we identify the ongoing and current needs of our disadvantaged students and families. Our broad, and more targeted approaches impact on all areas of school life. It is important to us that our approaches are rooted in robust diagnostic assessment, valued soft data collection and analysis against national and local trends. Our strategy and approaches are not built on assumptions and generalisations about the impact of disadvantage.

At Altrincham College we take a 'disadvantaged first' approach that permeates every area of school and school life:

- Curriculum and teaching
- Attendance and behaviour
- Achievement
- Inclusion
- Parental, professional and community engagement

What we do, we do with the disadvantaged pupils in mind first.

Curriculum and teaching - *The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.* (EEF, May 2021). The Pupil Premium Strategy operates within the pedagogical approach and broad and balanced curriculum at the school. This approach will benefit the progression of all students, regardless of disadvantage status, but with the 'disadvantage first' approach, those students should make more progress. Our curriculum is designed to enable students to acquire and retain the core knowledge and skills that they require in each subject discipline, to be successful in education and transferable to later life and further learning. It is equally important that, through great teaching, the core knowledge is developed, extended upon, contextualized and applied to provide a richness of curriculum that engages students, consolidates learning, provides a scaffold for future advanced learning and encourages transferable skills.

Attendance and behaviour – within our school, region and national the attendance of disadvantaged students is lower than those from non-disadvantaged backgrounds. Improving attendance and reducing the number of broken weeks is a priority of Pastoral Teams within the school. A strong focus for improving attendance is the impact on lost learning and students understanding gaps in learning are created when absent from school for even just one day. *“Success is the sum of small efforts, repeated day-in and day-out.”* – Robert Collier. Central to our disadvantage first 'small steps' is the understanding that praise and rewards support students well-being, inclusion and re-enforces positive behaviour towards the school and its community, but also for learning.

Achievement - Our vision is clear to ensure students can make empowered decision about their futures. Ensuring they achieve well and can reach their next steps through education, employment or training is supported with qualifications. Disadvantaged students national, regionally and within our school do not make the same rate of achievement and progress as those from non-disadvantaged background. We aim for all pupils to make strong progress in a broad range of subjects, regardless of their starting points or potential disadvantage.

Inclusion - our inclusive approach ensures all students are challenged to achieve their ambitions. Students are supported academically and pastorally and understand that they are part of a wider body as well as being an individual. The three Rs (Ready, Respectful and Responsible) are key drivers in supporting the positive relationships that students and staff have. Key drivers for the school are to broaden students' horizons and allow them access to rich, meaningful and creative enrichment opportunities.

Parental, professional and community engagement – *“parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”* (EEF, 2025). We understand the whole ‘team’ around a child supports their learning and wellbeing. We want to ensure that parents are involved in the school process, are well informed, listened to and supported at times of need.

All reporting and quality assurance processes maintain a focus on the progress and engagement of disadvantaged pupils to ensure the best for them, regardless of the challenges they face.

What we do, we do with the disadvantaged pupils in mind first.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils at GCSE is generally lower than non DP.</p> <p>To raise attainment of disadvantage pupils at GCSE and close the attainment gap further.</p> <p>Attainment gap three year trend:</p> <p>DP A8 AC (2025) 37.4 (2024) 38.9 (2023) 33.8 7+ (2025) 2% (2024) 5% (2023) 4% (2022) 2% 5+ (2025) 25.6% (2024) 26% (2023) 24% (2022) 27% 4+ (2025) 40% (2024) 42% (2023) 46% (2022) 52% A8 (2025)36.76 (2024) 39.17 (2023) 34.43 (2019) 40.98</p> <p>Assessment data at KS3 shows that disadvantage pupils achieve less well than peers. This strategy must therefore increase attainment of students at KS3.</p>

2	<p>Attendance data over the last 3 years indicates that attendance of disadvantage pupils is between 87.9 and 85.2. On average over a three year cycle the average difference between DP to non-DP was between 5% and 6% difference.</p> <p>DP attendance three-year trend: (2025) 87.9% (2024) 86.0% (2023) 85.2%</p> <p>Analysis of assessment data and feedback from teaching and pastoral staff indicates that absenteeism is negatively impacting on disadvantaged pupils.</p>
3	<p>Our assessment indicates that disadvantaged pupils are starting Year 7 with lower reading capabilities than their peers.</p> <p>Reading Comprehension Accuracy 98.3 against 112.7 Reading Comprehension Speed 92 against 105 Word Recognition 104 against 118</p>
4	<p>Analysis of attendance at parent evenings, communication between FTs/HoY show that the hardest to reach parents are often those of disadvantage pupils.</p>
5	<p>Our observation and data shows that disadvantaged students attend fewer afterschool enrichment activities than their peers. Their representational attendance on school trips is lower than their peers.</p> <p>52% of DP did not attend an enrichment activity 44% of DP were not able to identify and enrichment activity undertaken in the school day 54% of DP had not taken part in a school trip 64% of DP had not represented school in an activity or team</p>

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 ensure disadvantaged students make, at least, comparable progress to non-disadvantaged students.	<ul style="list-style-type: none"> • Increase percentage of disadvantaged students passing at basic 4+, 5+ and 7+ on previous year. • Increase the percentage of disadvantaged students passing English and maths GCSE at grade four from previous year. • Reduce the attainment gap by disadvantaged students making positive progress towards non-DP results. • Aim for P8 score of at least 0 (<i>when P8 can be used as a measure in this cycle</i>).
To engage and motivate students in their learning. Further	<ul style="list-style-type: none"> • Disadvantage lens to be used when nominating students for lesson/weekly/half termly/annual awards.

<p>develop the culture of belonging in learning, high academic expectations and rigour in the classroom for disadvantaged students.</p>	<ul style="list-style-type: none"> • Increase number of positive points achieved by disadvantaged students compared with previous years. • Disadvantaged students will be “go to students” (small steps #1) during lesson time for questioning and support when working independently.
<p>To improve levels of attendance and punctuality of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Increase attendance rates of individual students compared to previous academic year. • Positive reduction of the attendance gap between disadvantaged students compared with previous years. • Reduced number of lates to school and late to lesson marks compared to previous years. • Reduce number of Persistently Absent students and reduce the gap to National Persistently Absent figures. • To provide multi-layered support for students and families where attendance is a barrier to learning.
<p>Improve reading age and engagement in reading levels among disadvantaged students across KS3 and KS4.</p>	<ul style="list-style-type: none"> • All KS3 disadvantaged students to be baseline tested for reading age. • Intervention strategies (Ruth Miskin Fresh Start, Sparks Reader) to be initiated and run following baseline testing. • Improve reading ages and reduce number of students below chronological reading age. • Engage all students with expert reading during form time.
<p>Further engage parents of disadvantaged students.</p>	<ul style="list-style-type: none"> • To receive a communication from FT/HOY at the start of the school year to share key messages update. • Increase transition stage meetings at crucial stages Y6–Y7, Y9-Y10 and Y10-Y11. • To increase attendance and engagement with annual parents’ evening parents will receive a phone call or email as a reminder. HOY/PSM will monitor sign up and call individually to support. • To create bespoke parents’ evening meetings if unable to attend or there are barriers for parents to attend. • Offer a series of supportive sessions for current and emerging issues (self-harm, eating disorders). • Conduct meaningful, face-to-face, parent voice with selected disadvantaged pupils’ parents to understand relationships, views and support for families and students.
<p>Personal development</p>	<ul style="list-style-type: none"> • Provide enrichment opportunities in the school day and post-curriculum, enrichment.

	<ul style="list-style-type: none"> • All disadvantaged students to attend at least one enrichment activity per term in KS3. • Disadvantaged To represent school in one activity per year • KS4 to receive a careers interview in both Y10/11. • KS4 to receive at least one one-to-one personalised, face to face progress meeting in Y10 and Y11.
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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: £ 101,562.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Curriculum and teaching</u> Continue to develop and implement a curriculum that will stretch and challenge all students.</p> <p>Embedding further the pedagogical approach.</p> <ul style="list-style-type: none"> • Review Materials • Questioning • Sequencing Concepts and Modelling • Stages of Practice <p>And use Disadvantage First approaches support disadvantaged students.</p> <p>2xINSET and 3x1 Hr Whole Staff Meeting scheduled throughout the academic year dedicated to improving and embedding pedagogical approach.</p>	<p>High quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving is key. (EEF 2025)</p> <p>All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. (EEF 2021)</p>	1 and 2

<p>Assessment at KS3 provides feedback following to students, parents and staff on next steps.</p> <p>CPD for SLT data analysis and review through link meetings.</p> <p>CPD through HOD sessions, department and school meeting structures.</p> <p>QA CPD – work sampling of students to rolled out by DHT with dedicated time for staff to participate.</p>	<p>EEF evidence strength +6 months.</p> <p>There is strong evidence to support students making good progress when they understand where they are achieving well and where, and how, to make further progress.</p> <p>EEF (2021) Feedback can:</p> <ul style="list-style-type: none"> • focus on different content • be delivered in different methods • be directed to different people • be delivered at different times 	<p>1 and 2</p>
<p>KS4 and 5 assessments to analyse discrete group and targeted individual intervention.</p> <p>RAG documents to be focus of SLT at key assessment windows.</p> <p>Data and intervention plan meetings with HODs after data drops/mock results.</p>	<p>EEF evidence strength +6 months.</p> <p>Feedback should be informative and aimed at improving student learning.</p>	<p>1</p>

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

Budgeted cost: £ 60,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Attainment</u> Upgrade sessions for Year 11 students focus on closing knowledge gaps.</p> <p>Late buses for students Monday to Wednesday to support getting home.</p> <p>Identification of students securing basics at 4+ in maths and English through match meetings.</p> <p>Dedicated time for SLT and HODs to sequence and plan intervention further intervention for gaps in Year 10 and KS3.</p>	<p>EEF Summer School +3 months (half term holiday sessions)</p> <p>EEF Small group tuition +4 months and one-to-one tuition +5 months.</p>	<p>1</p>
<p>KS4 post exams review meetings working with parent/carers.</p> <p>SLT/HOY to interpret current progress and associated factors to identify support next steps with student and parent/guardian.</p> <p>Review and follow up meetings with students after agreed time frames.</p>	<p>EEF Parental engagement +4 months.</p>	<p>1, 2 and 4</p>
<p>Tutoring for students in English to be provided by external provider to</p>	<p>EEF Small group tuition +4 months and one-to-one tuition +5 months.</p>	

<p>support learners achieve grade four.</p>		
<p><u>Reading</u> Employee member of staff with leadership responsibility for reading strategy.</p> <p>Students with a reading age below chronological reading age to be identified and targeted through the Sparks Reading Tool.</p> <p>Reading intervention strategies to analyse KS3 student reading levels and intervene using various courses.</p> <p>TA dedicated time to lead Fresh Start to accelerate students' reading accuracy, fluency and stamina.</p> <p>Reading trip as a reward for students who make progress from the Sparx Reader.</p>	<p>EEF Small group tuition +4 months and one-to-one tuition +5 months.</p> <p>Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction. (EEF 2025).</p> <p>Following Fresh Start programme students can make as much as two years' progress in only two months. Previously used at the school with positive results for students.</p>	<p>1 and 3</p>
<p>Form time reading to support learners and engage in regular mastery reading by staff.</p> <p>Reading high-quality and challenging texts, which are dissected by the class through high-level questioning and discussion</p> <ul style="list-style-type: none"> • Purchase of books to read • CPD for linked activities. 	<p>EEF Small group tuition +4 months and one-to-one tuition +5 months.</p>	<p>1 and 3</p>

<ul style="list-style-type: none"> • Student voice feedback. 		
<p>Books and revision guides purchased for KS4 students.</p> <p>Staff to support use of guides in lesson and reference specific pages/topics during lesson.</p> <p>To facilitate individual and personalised learning at home.</p>	<p>EEF Metacognition and self-regulation +7 months.</p>	<p>1 and 3</p>
<p><u>Personal development and well-being</u></p> <p>TLR post to lead on Belonging Project for two academic years.</p> <p>Dedicated time given to member of staff for:</p> <ul style="list-style-type: none"> • In depth student voice • Action planning • Implementation of belong strategy to support learners in the classroom <p>Purchase of reward badges and prizes for assembly.</p>	<p>Creating a positive and supportive environment for all pupils means reinforcing a shared language, activity, routines and strategies throughout the school. Effective teaching and learning requires positive relationships and interactions between teachers and pupils. (EEF 2024)</p>	<p>2</p>
<p>Employee internally trained Careers Advisor and Post-16 coordinator role.</p> <p>To ensure all Disadvantaged Students have priority meetings in first term of Year 10 and Year 11.</p>		<p>1</p>

<p>All Disadvantaged Students are seen at least once in Year 10 and once in Year 11.</p>		
<p>To engage parents with essential school activities (parents' evenings, options, GCSE revision) priority calls and emails in advance to improve engagement.</p> <p>CPD for Pastoral Staff and time given for priority calls and appointments.</p>	<p>EEF Parental engagement +4 months.</p> <p>Well-designed communications with families can be effective for improving attendance and supports positive relationships through two-way communication. School communication with parents is likely to be more effective if it is personalised, linked to learning, framed positively, and promotes parent efficacy and partnership with the school. (EEF 2024)</p> <p>AC trial in 2024/5 saw significant increase in PP parental attendance at Parents' Evening through targeted phone calls.</p>	<p>1, 2 and 4</p>

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

Budgeted cost: £ 86,850.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Attendance and behaviour</u></p> <p>Employee Attendance Lead to oversee attendance strategy.</p> <p>Key strategic responsibilities:</p> <ul style="list-style-type: none"> • Staff training – dedicated time during staff meeting to train staff on monitoring system. • Review meetings – held fortnightly with 	<p>DfE guidance on working together to improve school attendance.</p> <p>Strategic approach has shown increases in attendance for PP and non-PP students during 2024/25.</p>	<p>2 and 4</p>

<p>HOY/SLT link review to discuss attendance and produce bespoke action plans.</p> <ul style="list-style-type: none"> • Organise parental attendance panel meetings. • Rewarding and promoting excellent, good and improved attendance. <p>To support students with barriers to attendance all PSMs, HOYs and SLT will be trained on the EBSNA approach to support increase in attendance and re-integration into school.</p>		
<p>Student Attendance Passport strategies implemented across KS3 and KS4.</p> <p>Targeted grouping of students to identify barriers and support improved attendance.</p> <p>CPD for HOY/PSMs to ensure consistent implementation and selection of students.</p> <p>Dedicated time for staff to meet with students and for follow up parental meetings if attendance does not improve during 6-week initiative.</p>	<p>Attendance at school is crucial to prepare young people for successful transition to adulthood, and to support their longer term economic and social participation in society. There is also evidence that the students with the highest attendance throughout their time in school gain the best GCSE and A level results. (DfE 2023)</p>	<p>2 and 4</p>
<p><u>Personal development and well-being</u></p> <p>Increase enrichment opportunities for all students to attend in the school day.</p>	<p>EEF Social and emotional learning +4 months.</p>	<p>5</p>

<p>Planning of major world or local events, celebrations and commemorations. (eg VE Day etc.).</p> <p>Drop-down days and trips linked to the curriculum to extend ways of learning and knowledge beyond the National Curriculum (eg. Geography in my area, Religion in my area).</p> <p>Enrichment timetable of sports, arts and support with transport via free late bus.</p> <p>Student voice to identify club/activities which can be provided.</p>		
<p>Employee five PSMs to support year group.</p> <p>Social and emotional wellbeing sessions and support:</p> <ul style="list-style-type: none"> • One to one or small group support sessions with trained PSM/HWC • Two x school counsellors • Student panel meetings held every 6 weeks to discuss emerging needs and provide intervention. 	<p>EEF Social and emotional learning +4 months.</p> <p>SEL interventions support pupils' decision-making, interactions, self-management of emotions. This supports their learning in school and at home.</p>	<p>1, 2 and 5</p>
<p>To support Disadvantaged Students with contributions or full costings for curriculum-based trips to ensure no student misses out.</p>	<p>A number of DP not attending curriculum-based trips in previous year.</p>	<p>2 and 5</p>

Total budgeted cost: £ 248,412.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2025 the attainment of disadvantaged students using Attainment 8 measure was 37.4 which had decreased from 38.9 in the previous year. The gap to non-disadvantaged students at AC is 11 (48.4). The A8 at AC is higher than the national average for disadvantaged students which was 34.9 in 2025. % rate at 4+/5+ and 7+ reduced slightly 40% from 42% (4+) 25.6% from 26% (5+) and 2% - 5% (7+).

There have been improvements in disadvantaged students again in 2025. In the last three years attendance of disadvantaged students has increased from 85.2%, to 86% and reached 87.9%. This has largely been as a result of significant work from Pastoral Teams using targeted Attendance Passports monitoring systems. By the end of 2025 the national average was 88.2% for disadvantaged students. The attendance gap between disadvantaged students and non-disadvantaged students at AC has widened this year despite the rise in DP attendance, the non-disadvantaged students attendance rate has increased at a higher rate. 2024 gap 5.5 and 2025 gap 6.8. The process in place and intervention has had positive impact on the attendance of disadvantaged students.

Form time reading has increased exposure to high quality text by expert readers. This activity has now increased to two days a week and across Year 7 to 10. A new reading age testing system has been trialled to track and monitor the reading ages and engagement with reading for disadvantaged students. The Reading Lead position has been continued and will monitor the further roll out of the programme and track its impact on disadvantaged students as a discrete group.

A trial project in Year 10 on approaches to parents evening by undertaking priority calls and organising appointments saw a significant increase in attendance of disadvantaged students' parents to Parents' Evening. Disadvantaged students' parental attendance was 80.5% compared to 72.2% (Y7), 56% (Y8) and 55.7% (Y9). The learning, processes and time scales have shared with all year group teams ahead of 2026 parent evening cycles.

The enrichment and trip cycle for 2025 has allowed disadvantaged students to take part in a wide range of activities:

Trips: Halle Orchestra @Bridgewater Hall (Year 7) Geography in My Area (Year 8), Religion in My Area (Year 7) PGL (Year 9). Several PP students were supported financially to attend curriculum-based trips.

Whole school enrichment activities: Music Showcase (Year 7) Disco (Y7) Christmas Lunch (all students) Culture Day (all students) World Book Day (all students) Red Nose

Day (all students) School Production Performance (Year 7) VE Day Assembly (all students) VE Day activities (Year 7 and 8).

End of term whole school assembly x 3 (all students) Court in school (Year 9) Zoo Lab (Year 8) Sports Day (Year 7-10, 12-13).

Disadvantaged students were prioritised for interviews. Referrals were made for additional careers support or interviews to support need. Year 10 disadvantaged students were involved in mock interviews with external interviewees. Targeted cohort in Y11 invited to meeting – nine attended. From those attended the attendance rate of seven improved or stayed the same.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Screening Tool	GL Assessment
	Seneca EduCake ClassCharts Sparx Reader

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
None
The impact of that spending on service pupil premium eligible pupils
None

Further information (optional)

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