

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the academic years 2024/2025 to 2026/2027 to help improve the attainment of our disadvantaged students.

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	Audenshaw School
Number of pupils in school	1085
Proportion (%) of pupil premium eligible pupils	38.8% (421 of 1085)
Academic year/years that our current pupil premium strategy plan covers	2024-2025 to 2026-2027 (Year 2 of a Three-Year Plan.)
Date this statement was published	December 2025 (Year 2)
Date on which it will be reviewed	September 2026
Statement authorised by	Holly Eckhardt, Principal
Pupil premium lead	Phillip Murphy, Vice Principal
Governor / Trustee lead	Terry Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£400,038.38
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£400,038.38

Part A: Pupil premium strategy plan

Statement of intent

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

The focus of our Pupil Premium Strategy is to support disadvantaged students to achieve that goal, regardless of their ability profile. We will consider the challenges faced by vulnerable students, such as those who have a social worker, those that work with other agencies 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 students 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 all students in our school. It is the intention of Audenshaw School that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified through use of the work of the Pupil Premium Lead
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve
- ensure attainment, and achievement, and personal development for all students

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment and progress of disadvantaged students is generally lower than that of their peers. Although the data points to the outcomes of disadvantaged students being strong, compared to 2024 national figures (-0.51 for all) and especially when judged against boys (-0.61), with a Progress 8 score of -0.4 in 2024 examinations, this is still indicative of a gap when compared to their non-disadvantaged peers, and a whole school figure of -0.06.</p>
2	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>Data from KS2 SATs on entry to year 7 in the current year indicate that 25.3% of our disadvantaged students arrive below age-related expectations, in reading, compared to 26.4% of their peers in that year group.</p> <p>NGRT data would have this at 41.4% for disadvantaged students and 33.6% for non-disadvantaged based on a SAS score of less than 100.</p>
3	<p>Our current safeguarding data and discussions with students and families has identified increasing social and emotional issues, such as anxiety and depression and emotional regulation. These issues are negatively impacting on the wellbeing of students and leading to increasing numbers of emotionally based school avoidance.</p> <p>There are increasing requests for school counselling, access to the mental health support team and CAMHs and the school continues to embed the work of the Senior mental Health lead. The school provides a graduated approach to support from city mentors, pastoral workers, to counsellor and on to MHST and CAMHs.</p>
4	<p>Our assessments, observations and discussions suggest that we have an increasing number of EAL students whose limited language proficiency is leading to less successful social integration and academic achievement than their non EAL peers. The migration into the Local Authority has seen an increase in EAL families and therefore student numbers.</p>

5	<p>Current data relating to serious sanctions shows that school rates of suspensions are below national, regional; and local data but disadvantaged students disproportionately receive periods in RESET and suspensions.</p> <p>The school is working closely with onsite mentoring external agencies to tackle barriers to learning, to build resilience and to reduce repeat sanctions.</p> <p>The school ensures effective use of Pastoral Support Managers, linked to each year group, facilitate early interventions for PP students to avoid serious sanctioning and to maximise engagement in learning and has now engaged with Year 2 of the City Year Mentoring programme to tackle increasing suspensions</p>
6	<p>Attendance data for the school is positive and stable at 94.8% (at the time of writing). This is below the school's highest figure of 96% but is still considerably above the national average for secondary schools, which currently stands at 92.8% on Friday the 21st of November 2025.</p> <p>Using DFE summary report we can see all groups including PP (FSM6) and SEND are above the national average.</p> <ul style="list-style-type: none"> • FSM6 92% (National is 89%) • Non-FSM6 95.5% (National is 94.6%) • SEND Support 92.1% (National is 88.7%) • Non-SEND 94.7% (National is 91.4%) <p>There is still a gap between disadvantaged and non-disadvantaged students.</p> <ul style="list-style-type: none"> • FSM 3.5% • SEND 2.6%
7	<p>High levels of deprivation and low social mobility is evidenced by the social mobility index (487 out of 533). There is a lack of opportunities for new jobs in the area despite investment from large local businesses.</p> <ul style="list-style-type: none"> • Tameside ranks 10th worst in the worst performing 20% of all authorities. • Tameside's Index of Multiple Deprivation rank is 28th out of 317. • Greater Manchester Rank: 5th most deprived out of the 10 local authorities in Greater Manchester. • 29 of the Borough's LSOAs (Lower-Layer Super Output Areas) are in the most deprived 10% of LSOAs nationally, 11 of these are in the most deprived 5% nationally. <p>White working-class boys (one of the lowest performing groups nationally) make up the majority of our students. White British boys make up 58.1% of our cohort overall and 48.5% of our disadvantaged cohort.</p>

	<p>Many students grow up in environments where they rarely encounter educational or economic success or the relationship between the two. However, the unavoidable reality is that by far the strongest predictor for attainment in school is due to both a lack of ambition and the accumulation of disadvantage which then becomes embodied in their qualifications. (Relationship between achievement and student socioeconomic background – Sue Thompson)</p>
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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
1. Improved attainment and progress among disadvantaged students across the curriculum at the end of KS4.	<p>2025/2026 KS4 outcomes demonstrate that disadvantaged students achieve in line with their non-disadvantaged peers.</p> <ul style="list-style-type: none"> • Achievement greater than, or equal to, non-disadvantaged boys nationally. • Achievement greater than, or equal to, all non-disadvantaged students nationally. <p><i>*We would need to talk about attainment here as there will be no progress data published for examinations in 2025 and 2026*</i></p>
2. Our school will ensure that all students can access the curriculum and that reading, and comprehension strategies are built into Learning Journeys. Disciplinary literacy and targeted vocabulary instruction will be embedded across the school.	<p>Sparx Reader will be used as homework for Year 7, 8 and 9. The tasks covered on include explicit vocabulary teaching as well as reading comprehension.</p> <p>In KS3, students identified in Wave 3 access individual support with decoding (IDL) and phonics, using Fresh Start as appropriate.</p> <p>Students identified in Wave 2 (small group interventions), just below expected reading ages, access Rapid Plus materials and assessments to identify progress and further need. Reading Plus is delivered to lower sets in Years 7, 8 & 9 in English lessons, and is tracked for progress over time using the inbuilt reporting software.</p> <p>NGRT Reading Tests to take place at the start of year 7, this will follow through year-on-year. This will lead to an increase in all students' Standard Age Score (SAS) score.</p> <p>Reading comprehension tests will demonstrate improved</p>

	<p>comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p>
<p>3. To achieve and sustain improved well-being support for all students.</p>	<p>Sustained high levels of well-being and evidence of effective support demonstrated by:</p> <p>Qualitative data from student voice.</p> <p>Emotionally Friendly Schools training and accreditation.</p> <p>Feedback from staff on their confidence and ability to signpost and support students - more safeguarding concerns actioned by staff outside the safeguarding team.</p> <p>An effective and resilient safeguarding team that is able to use supervision to reflect on best practice and lessons learned.</p> <p>High levels of participation in extra-curricular activities and leaderships roles from all groups, but particularly disadvantaged students.</p> <p>A visible and effective peer - peer support system through buddies and well-being ambassadors.</p> <p>High levels of school attendance – above the national average.</p> <p>Effective referrals to external partners, including mental health practitioners and CAMHs</p>
<p>4. Our school offer is fully inclusive for all EAL students. Those with limited language proficiency will receive targeted support.</p>	<p>Prior to joining the school, all students and parents/carers are invited into school to attend a 'Year Ahead' to ensure full integration into the school community.</p> <p>At Audenshaw School, all teachers are responsible for ensuring that learners using EAL make progress in line with their peers: adopting the 'immersion strategy' or 'mainstreaming approach', we place all new EAL arrivals (irrespective of their English language skills) in mainstream classes. These students are further supported through in-class support or through extra English tuition in small withdrawal groups. All teachers plan and resource lessons suitable for learners using EAL within the class or subject curriculum.</p> <p>Language proficiency gaps are assessed and further bridged by digital resources such EAL Star Assessment</p>

	<p>Tool, Rapid Reading Plus and Sparx Reader.</p> <p>To maintain our EAL students' attendance and punctuality to school, behaviour and attendance points are tracked and monitored so the data is in line with their non EAL peers.</p> <p>Teachers receive continual professional development on how to support EAL students in their lessons as part of the school drive on Adaptive Teaching (as detailed in the School's Development Plan 2025-2026), working closely with a teacher with an additional TLR responsibility for the quality of the school's EAL provision.</p>
<p>5. To sustain high standards of behaviour while reducing the amount of serious sanctioning applied to all students.</p>	<p>Reduction in permanent exclusions to reflect no more than the national average.</p> <p>A reduction in the use of serious sanctioning between disadvantaged students and their peers.</p> <p>Evidence and case studies show the effective use of early interventions, support and alternative provision used to reduce the serious sanctioning of all students, particularly the disadvantaged</p> <p>Timely use of mentoring, external agencies and Alternate Provision to avoid permanent exclusions.</p> <p>Introduction of clear escalation procedures for behaviour to provide timely support for students and families.</p> <p>Collaboration between the PP Lead and Reset Officer to deliver targeted small group mentoring for KS3 PP students with frequent Reset referrals, improving engagement and reducing repeat incidents.</p>
<p>6. To achieve and sustain high levels of attendance of all students, while closing the gap between disadvantaged and non-disadvantaged students.</p>	<p>Sustained levels of high attendance.</p> <p>Early 'flags' for attendance issues are identified and effectively managed.</p> <p>The gap between disadvantaged and non-disadvantaged students is closing.</p> <p>The continual reduction in the percentage of all students who are persistently absent.</p> <p>Introduction of clear escalation procedures for punctuality, attendance, and behaviour to provide timely support for students and families.</p> <p>Use of DFE Summary report and areas to focus on to tackle areas of improvement</p>

<p>7. To have a comprehensive Raising aspirations programme, meeting all the eight Gatsby benchmarks and providing students with opportunities to develop their employability skills through the careers programme.</p>	<p>Students' progress onto their preferred and appropriate destinations.</p> <p>The school's NEET figures remain much lower than the Local Authority average.</p> <p>All students will access the Unifrog career platform.</p> <p>All students will have opportunities to meet and hear from the full range of HE providers.</p> <p>Disadvantaged students are given priority access to one-to-one careers advice.</p> <p>Year 10 have access to 4 days of work experience in May and mock interviews in July to support their preparation for their next stages.</p> <p>6 of the 8 Gatsby benchmarks are now 100% met by the school.</p> <p>We are at 95% for BM2 and 87% for BM6.</p>
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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: **£200,019.19**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of standardised diagnostic assessments, for example CAT4 testing.</p> <p>CAT4 will be used to:</p> <ul style="list-style-type: none">Provide specific information on a student's strengths and weaknesses (beyond the level of information provided solely by KS2 data alone).Identify HAP/MAP/LAP students (without previous KS2 data) who are currently not working at the expected level. <p>CAT4 testing will supplement the school's internal assessment practices to inform GCSE target grades and KS4 pathways.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF Blog - Assessing Learning - Part 1</p> <p>EEF Blog – Assessing Learning – Part 2</p>	1,2,4
<p>Improving literacy, reading and vocabulary in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>CPD sessions:</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools - EEF</p> <p>Reading comprehension, vocabulary and other literacy skills</p>	1,2,4

<ul style="list-style-type: none"> September 2025 – Introduction and Scaffolding December 2025 - Granular Writing January 2026 – Micro writing March 2026 – Reading refresher May 2026 - Disciplinary Writing June 2026 – Effective feedback on writing <p>To review best practice and allow time for departments to evaluate and refine the implementation.</p> <p>We will fund professional development on disciplinary literacy in each teacher's subject area.</p> <p>Sparx is used with years 7, 8 and 9 to ensure that all KS3 students become active readers and improve comprehension skills.</p> <p>Reading Plus is used to develop reading and comprehension skills of students in years 7, 8 & 9.</p> <p>Small group interventions taking place using Rapid Plus for students just below expected reading-age (Stanines 1 & 2). Individual support (Phonics, IDL) for SEND students as appropriate.</p> <p>The work to support the school's reading strategy is done in collaboration with Right to Succeed and fifteen local secondary schools.</p>	<p>are heavily linked with attainment in mathematics and English:</p> <p><u>word-gap.pdf (oup.com.cn)</u></p> <p>Closing the vocabulary gap – Why Closing the Word Gap Matters with Alex Quigley.</p> <p><u>Alex Quigley – the Literacy Guru</u></p> <p>Effective strategies for teaching spelling, handwriting, sentence construction, planning, and editing. Disciplinary writing across the curriculum.</p> <p><u>Alex Quigley - Writing Blog</u></p> <p>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 students' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><u>Reading and Comprehension Strategies - EEF</u></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£100,009.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Literacy lead • Numeracy lead • EAL Lead • PP Lead • HAP Lead <p>The identified roles above will work alongside the AP (KS3) and the VP (Achievement and Standards) in the monitoring of attainment across the Assessment Points in School. Their work will also focus on disadvantaged students in conjunction with the work of the AP (Access and Inclusion).</p> <p>Strategies adopted include:</p> <ul style="list-style-type: none"> • Improved communication between staff and Curriculum Leaders. • Tailored support. • Individual Learning Plans. • Mentoring. • Private tuition. <p>Students highlighted will receive a targeted intervention programme tailored to their needs. Outcomes will be judged across the assessment points throughout the</p>	<p>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for students from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>Mentoring - EEF</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Using LSAs - EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4

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

Budgeted cost: **£100,009.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The delivery of effective early help to support well-being:</p> <ul style="list-style-type: none"> • Counselling • MHST workers • PSM training 	<p>EIF's report on adolescent mental health shows that mental health issues during adolescence can have lifelong impacts on a range of adult outcomes, including employability, the ability to build relationships and general health.</p> <p>The report shows that early intervention is stronger when targeted to individuals who are showing elevated but subclinical symptoms of anxiety and depression. Students who need additional support outside of self-help but would not meet the threshold for CAMHs will be offered sessions.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	3,6

<p>Pastoral Support Worker: Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>In order to reduce student absence, this role will ensure the use of attendance data to respond to individuals and groups with poor attendance.</p> <p>This role will contribute to the identification of existing and potential barriers to attendance and facilitate access to appropriate forms of support. From this we are able to initiate, lead and contribute to the Early Help process, in order to support student/parental engagement with education.</p> <p>Audenshaw School will work alongside the Local Authority where required to determine action to be taken with individuals/groups of students including warnings, fines and prosecutions.</p>	<p>5,6, 7</p>
<p>Enrichment (Speakers, trips and visits, music lessons, rewards)</p>	<p>Our enrichment offer enables students to realise their potential in a variety of settings beyond the classroom.</p> <p>Through a wide range of educational enrichment experiences and extra-curricular offer, students develop a sense of self-awareness and understand their schoolwork better with enrichment programs that reinforce and complement the school curriculum and values.</p>	<p>1,3,5,6,7</p>
<p>Alternative Provision</p>	<p>Alternative Provisions are used to meet student needs when students are not flourishing in the school environment.</p> <p>Alternative Provisions have been used to safeguard students, increase chances of KS4 outcomes and protect from potential serious sanctioning.</p> <p>The quality of providers is researched and reviewed each year to ensure each placement can support individual needs and aspirations.</p>	<p>1,5,7</p>

<p>Contingency fund for acute issues.</p> <p>At Audenshaw School we have various factors affecting the needs of our students outside of the school/classroom such as providing food, school lunches, uniform, access to equipment, access to digital devices and subscriptions, transportation costs and general educational materials.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
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Total budgeted cost: £400,038.38

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.

[Audenshaw School Pupil Premium Report 2024-2025](#)

1. What is Pupil Premium?

Pupil Premium funding is a grant in addition to the school's delegated budget. It is based on the number of students who have either;

- Been eligible for free school meals (FSM) at any time in the last 6 years (Ever 6).
- Been in care for more than six months or adopted.
- Have parents/carers in the armed services at any time in the last 3 years (Ever 3).

The Government makes this additional grant to schools to enable them to support the progress and achievement of disadvantaged students. It is up to schools to decide how the funding is spent, and they are held accountable for this through the analysis of in year progress data and performance of external examinations.

2. How did Pupil Premium (PP) Students Perform in GCSEs in 2025?

Outcomes in 2025

<u>All students</u>	<u>Disadvantaged Students</u>
<p>Attainment:</p> <ul style="list-style-type: none"> • School 45.4 • Local Authority 43.4 • Local Authority Boys 41.9 • North West 44.5 • North West Boys 42.5 • National (all) 45.9 • National boys 44 	<p>Attainment:</p> <ul style="list-style-type: none"> • School 38.3 • Local Authority 35.6 • Local Authority Boys 34 • North West 34.1 • North West Boys 32 • National (all) 34.9 • National boys 32.8
<p>Basics 9 to 5:</p> <ul style="list-style-type: none"> • School 49.3% • Local Authority 40.3% • Local Authority Boys 39.7% • North West 41.8% • North West Boys 40.5% • National 45.2% • National Boys 43.7% 	<p>Basics 9 to 5:</p> <ul style="list-style-type: none"> • School 31% • Local Authority 26.3% • Local Authority Boys 26.3% • North West 23.4% • North West Boys 22.6% • National 25.6% • National Boys 24.6%
<p>Basics 9 to 4:</p> <ul style="list-style-type: none"> • School 67.4% • Local Authority 62.2% • Local Authority Boys 61.2% • North West 62% • North West Boys 60.4% • National 9 to 4 64.5% • National Boys 62.6% 	<p>Basics 9 to 4:</p> <ul style="list-style-type: none"> • School 50% • Local Authority 44.7% • Local Authority Boys 45.2% • North West 41.2% • North West Boys 40% • National 43.5% • National Boys 41.7%

National figures are those of all state-funded schools.

Anything highlighted in green means that our school's actual figure surpassed the highlighted measure.

Remember that there will be no published Progress figures for students in either 2025 or 2026.

3. How did we use its additional funding to support/improve the progress and achievement of disadvantaged students in 2024-2025?

Students at Audenshaw are faced with many challenges because of the local context: high levels of deprivation; low social-mobility and a lack of opportunity in the local job market. No single intervention provides a complete solution to the complex educational issues that these cause and, therefore, we believe that a multi-faceted approach offers the best opportunity for every student to improve. Our aim is to enable each student from disadvantaged backgrounds to achieve as well as all other students, by benefitting from:

- An inclusive broad and rich curriculum that develops personal and social skills and confidence in learning.
- A school that effectively promotes motivation, high aspirations and accelerated learning for all.
- Regular whole school data-entry points that allow progress to be tracked over time.
- Integration and supported involvement in activities with their peers.
- Support to diminish the differences in achievement and address barriers to learning and progress.
- Access to funding for those suffering hardship to meet costs for access to enrichment opportunities.
- Financial support to pay for uniform and other necessary equipment in emergency cases only.

3.1 Curriculum enhancement and individualised programmes

These included personalised timetables, including college courses, mentoring and tutoring across core subjects and trips and visits to employers, colleges, universities etc.

3.2 Curriculum support

This included:

- Targeted support (where teachers identify the gaps in students' knowledge and understanding, and provide extra support in these areas), including 1:1 support for literacy, English and maths with teachers, to get students on track.
- Targeted support is offered to identified students who are working below expectations, including those with SEND and EHCPs. Such students are supported by Learning Support Assistants who run intervention programmes outside of timetabled lessons. They also withdraw students from lessons and offer one-to-one or small group support, whilst continuing to ensure that all students have access to the curriculum models for each subject
- Mentors support students in both Key Stage 3 and 4. Mentors run programmes targeted on organisation, resilience and homework completion.
- Targeted support by subject teachers in addition to lessons.
- Electronic device support so students have something to work on at home.

- Revision support for students, including revision guides/materials/packs/trips/courses/conferences.

3.3 Attendance Support

Young people need to be in school if they are to make maximum progress. The government's minimum attendance expectation is 90%. Whole school attendance for the academic year was above national at 94.5%, while there were still gaps between the attendance of disadvantaged, and that of their non-disadvantaged peers, their attendance was still significantly above national. The school's system for tracking students' attendance, including a weekly focus on particular groups, are extremely rigorous and students with poor attendance are offered a bespoke range of support and intervention to remove barriers to learning.

- PP attendance for 2024-2025 was 92% - Up from 89% in 2023-2024 (FFT FSM National 86.2% in 2024-2025)
- Non-PP attendance for 2024-2025 was 95.5% - Up from 91.8 in 2023-2024 (FFT Non-FSM National 93.3% in 2024-2025)

Attendance data taken from [GOV.UK – Explore Education Statistics](https://www.gov.uk/government/collections/education-statistics)

3.4 Access to extra-curricular provision

We used the additional funding to support our disadvantaged students to take part in:

- Tuition across core subjects.
- Peripatetic, in-person, music tuition.
- Educational trips and visits.

3.5 Skills to succeed

We are developing programmes across both Key Stages to build young people's confidence, the belief that they can control what happens to them, their levels of commitment, and their response to challenge. We know that these skills are vital for all and particularly for disadvantaged young people. We offer an:

- Extensive Aspirations programme.
- Refined programme of Personal Development in curriculum and form time.
- Extra-Curricular activities.
- Mentoring of students in need of support.

Externally provided programmes

Programme	Provider
Alternative Provision	TPRS - outreach Military Mentors Strive Academy Tameside College