

# Pupil premium strategy statement – Archbishop Temple Church of England High School

This statement details our school's use of pupil premium (and recovery 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	838
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027 (1/3)
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Ivan Catlow Headteacher
Pupil premium lead	Melanie Shaw Assistant Headteacher
Governor / Trustee lead	Janice Astley Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,120.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£101,120.00

# Part A: Pupil premium strategy plan

## Statement of intent

Archbishop Temple Church of England High School is committed to supporting the individual needs of every pupil while maintaining high standards of classroom rigour. Our aim is to equip pupils with the knowledge, skills, and values needed to make a positive impact on society, guided by our core values of **Faith, Nurture, and Service**.

We believe that every child is unique, significant, and deserving of our utmost effort and care. We are dedicated to fostering the development of each pupil's God-given talents, enabling them to thrive and reach their full potential. We strive to serve our pupils to the best of our ability, inspiring them to embrace a spirit of service and contribute meaningfully to their communities. Through this approach, we aim to empower our pupils to flourish academically, socially, and spiritually, preparing them to transform society for the better.

Our pupil premium strategy sets out how we intend to use our pupil premium funding to secure academic excellence for our most disadvantaged pupils. This includes moving high attaining pupils even further on, whilst supporting the needs of others who struggle with the demands of the curriculum. Many of the actions we take will benefit and enhance the education of every child in our school. Our evidence-informed approach prioritises providing tailored support as appropriate to meet specific needs, coupled with an exceptional curriculum and inspirational, knowledgeable teachers who deliver academic excellence for all, alongside a wider staff who strive for holistic progress and positive wellbeing.

We intend to:

Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.

Have an individualised approach to addressing barriers to learning and emotional support at an early stage.

Focus on high quality teaching first rather than additional strategies and activities outside of school hours.

Deploy the best staff to support disadvantaged pupils; rather than using additional staff who do not know our pupils well.

Have a clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Reading</u></b></p> <p>Assessments, observations and discussions with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading fluency than their peers. This impacts their progress in all subjects.</p> <p>Our internal assessment show that disadvantaged pupils as they come to us in Year 7 are more likely to be below age-related expectations for reading compared to peers.</p>
2	<p><b><u>Attendance</u></b></p> <p>Attendance of our disadvantaged pupils is generally lower than that of their peers. A lower attendance impacts on an individual's progress across all subjects.</p>
3	<p><b><u>Mathematics</u></b></p> <p>Assessment (internal and external) indicate that disadvantaged pupils are below age-related expectations as they enter Archbishop Temple in Year 7 than their peers.</p>
4	<p><b><u>Wellbeing</u></b></p> <p>A number of pupils face social and emotional challenges, including low self-esteem, poor mental health, and online safety concerns. These issues particularly impact our disadvantaged pupils, affecting their progress, attainment, and school attendance.</p> <p>Analysis of safeguarding data, pupil discussions, and parental feedback has highlighted a significant number of pupils facing social and emotional challenges, including low self-esteem, poor mental health, and online safety concerns. These issues particularly impact our disadvantaged pupils, affecting their progress, attainment, and school attendance.</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
Improved attainment among our pupil premium pupils across the curriculum at the end of KS4.	By the end of our current plan 2026/27, KS4 outcomes will demonstrate that the gap between attainment of pupil

	premium pupils and non-pupil premium students will have reduced.
All pupils regardless of their circumstance are able to choose options that best support their ambitions for further study, post 16 choices.	By 2025/26 all pupil premium pupils will have priority access to professional careers guidance. Our option pathways in school will consider the needs of all pupils, ensuring that all pupils are offered a full range of options and have access to the most experienced and expert staff.
Improved reading comprehension among pupil premium pupils across KS3	Standardised reading comprehension assessment demonstrate improved skills among pupil premium pupils, with a reduced gap in comparison to their assessment level of non-pupil premium peers.
Improved in mathematics among pupil premium pupils across KS3	The proportion of Pupil Premium pupils making expected or above-expected progress in mathematics increases during the academic year. The attainment gap between PP pupils and non-PP pupils in mathematics narrows to within by the end of KS3. Improved performance in key skills assessments (e.g., times tables fluency, problem-solving tasks) for PP pupils across KS3
Sustained improvement in attendance for all pupils, particularly that of our pupil premium pupils	Whole school attendance rates reaching at least in line or exceeding the national average. The attendance gap between pupil premium pupils and non-pupil premium pupils is less than 5% 90% of PP pupils achieve attendance of 95% or higher across the academic year. 100% of pupil premium pupils flagged for attendance concerns receive timely interventions (e.g. within 2 weeks of falling below 90%)
To achieve and sustain improved wellbeing for all pupils, including those who are pupil premium pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations.

	An increase in the participation in enrichment activities, particularly among pupil premium pupils Up take to clubs, trips, etc
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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: £32,945.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of GL assessments to benchmark pupils and measure impact of interventions	Use of nationally standardised tests like GL assessments (CATs, Reading and Math Progress) provide robust information about the specific strengths and weaknesses our pupils. These tests are designed to indicate a pupil's propensity to succeed at school. We will use them to identify those pupils requiring further support, chose appropriate teaching groups and retest when necessary to monitor interventions.  Assessment and feedback   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2 & 3
Staff are trained in and provided time to develop and implement pedagogy that supports cognitive science approaches to long term memory.	Findings from two areas of cognitive science have been especially influential: cognitive psychology, which is underpinned by interpretive, behavioural, observational methods, and cognitive neuroscience, which is underpinned by brain imaging technologies . Many theories of effective learning have been derived from these research areas, including: Interleaving Retrieval practice Strategies to manage cognitive overload	1, 2, 3 & 4
The implementation of high quality first teaching informed by high quality internal and external	Ensuring an effective teacher is at front of every class and that each teacher is supported to keep improving is the key ingredient of a successful school.	1, 2, 3 & 4

<p>training and pedagogical research, with staff being aware of pupil premium pupils in their class.</p> <p>Utilisation of knowledge of metacognition, questioning, modelling, scaffolding, feedback, vocabulary, checking for understanding, adaptive teaching, retrieval, interleaving to support students.</p>	<p>(EEF Guide to PP)</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils (EEF Metacognition and Feedback)</p> <p>HQT boosts confidence of pupils and their belief they can succeed. (What Works, Lee Elliot)</p> <p>Only when teachers identify pupil premium pupils can they intervene. (EEF Guide to PP)</p>	
<p>Further development of our whole school approach to reading and literacy. In addition to existing literacy interventions (thinking/reading/bedrock) every subject area shall develop opportunities for reading in the curriculum.</p>	<p>Disciplinary literacy is a proven approach to improving literacy across the curriculum. Teachers in every subject become responsible for teaching students how to read, write and communicate effectively in their subjects.</p> <p>Improving Literacy in Secondary Schools   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Low Income and Early Cognitive Development in the U.K. - Sutton Trust</p>	<p>1, 2, 3 &amp; 4</p>
<p>Ensuring staff receive an abundance of well formulated CPD via a variety of ways including: National College subscriptions, cover curriculum days, pedagogical reading books, teaching hubs, Friday Takeaways, collaboration, external CPD courses and training, NPQs.</p>	<p>When designing and selecting professional development, focus on the mechanisms.</p> <p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>Implement professional development programmes with care, taking into consideration the context and needs of the school. (EEF Effective Professional Development)</p>	<p>1,2 &amp; 3</p>
<p>Effective Personal Development and a commitment to manageable workload and wellbeing are paramount within school. This includes reviewing teaching commitments, data and report considerations, writ-</p>	<p>(Reducing school workload - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>))</p>	<p>1, 2, 3 &amp; 4</p>

ten feedback structure, access to in house health checks, counselling, well-being days.		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £38,403.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education</a>	1, 2 & 3
HLTA in Literacy & Numeracy	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   <a href="#">EEF (educationendowmentfoundation.org.uk)</a> And in small groups: Small group tuition   <a href="#">Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2, 3 & 4
EAL assessment and targeted interventions	Targeted intervention can be an effective method to support pupils to communicate effectively in English: Small group tuition   <a href="#">EEF (educationendowmentfoundation.org.uk)</a> Research shows that a focus on literacy and language is especially important to support pupils for whom English is an additional language. English as an additional language (EAL)   <a href="#">EEF (educationendowmentfoundation.org.uk)</a>	1, 3 & 4
Sparxs subscription for all pupils to access independent reading material on their devices.	Evidence shows that silent reading is ineffective as a strategy for developing reading in under-functional readers. However, fluent readers must also be inspired to read further and, as such, vulnerable pupils are able to	1

	access a wide range of texts and audiobooks through Sparxs	
Teaching assistant deployment and interventions	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should supplement (rather than replace) high quality provision from the class teacher. (Pupil Premium Menu, EEF Evidence Brief)	1, 2, 3 & 4
Homework club provision and targeted provision for identified pupils.	Studies in England have shown that those pupils who are eligible for free school meals typically receive additional benefits from one to one tuition (EEF One to One tuition).	1, 2, 3 & 4

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

Budgeted cost: £29,772.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cost of iPad covered for pupil premium students as they enter school in Year 7.	Supporting greater access to resources and a platform for home and class learning.  To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy. (Pupil Premium Menu, EEF Evidence Brief)	1, 2 & 3
Reasonable repairs of iPads for pupil premium pupils	Supporting greater access to resources and a platform for home and class learning.	1, 2 & 3
Access to School Counsellors	DfE case study Canford Heath	4
Support of provision of school uniform and sports kit for targeted pupils	To raise achievement and target pupils by removing barriers to attendance and learning.	2 & 4
Specifically, trained staff to support pupils (& parents) challenges through mentoring and targeted support for wellbeing and SEMH (ELSA, drawing and talking therapy,	Social and emotional learning and behaviour interventions are +4 months (EEF Teaching and Learning Toolkit)	2 & 4



anxiety, anger management, Youth Connect 5)		
Behaviour support and mentoring through various approaches within school, creating high expectations and support	Mentoring +2 months (EEF Teaching and Learning Toolkit)	2 & 4
Various strategies in place including: Phone calls to parents to encourage attendance at parents' evenings. Provide parenting support to promote revision, communication, social media input, newsletters and school website	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. (EEF Parental Engagement) +4 Months (EEF Teaching and Learning Toolkit)	1,2,3 & 4
Pastoral Mentor & Behavioural Manager	<p>Pastoral Mentor &amp; Behavioural Manager work with pupils in each year group who face challenges regarding their behaviour and conduct. This support also encompasses social and emotional support for pupils. Research shows that schools should focus on three stages of promoting a school culture that deliberately and carefully optimises conduct, character and academic achievement. The role of the Pastoral Mentor and Behavioural Manager supports this by offering intervention for those pupils at risk of exclusion or requiring emotional support.</p> <p>Improving Behaviour in Schools   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	2 & 4
Extra-Curricular Programme.	<p>Pupils can participate in a wide range of activities which provide experiences both within and outside the classroom, deepening their understanding and enjoyment of subject areas, as well as offering new experiences. These are coordinated by subject teachers and other staff (such as the Chaplaincy Team), with other activities delivered by external partners.</p> <p>Arts participation: Arts participation   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Physical activity: Physical activity   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	2 & 4

Citizenship and PSHE	Pupils benefit from skilfully crafted lessons once a fortnight. Progress Models have been carefully designed by Curriculum Leads and include visits from external speakers and groups.	2 & 4
Safeguarding education. Development of the whole school curriculum to ensure that the required content of Keeping Children Safe in Education and online safety are fully delivered within the appropriate subject area.	It is crucial that as a school we put in as many preventative measures as we can to stop bullying, cyber bullying and other safeguarding concerns such as peer on peer abuse, from occurring. This is outlined in Keeping Children Safe in Education and the following articles: Preventing and tackling bullying ( <a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a> )	2 & 4

**Total budgeted cost: £101,120.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was in line with previous years at GCSE and KS3. GCSE progress 8 figures reveal a gap still exists between those pupils who are disadvantaged and those who are not, but show that there is a reduction in the gap between the two groups.

Literacy has continued to be embedded across the curriculum and the specific reading programmes put in place for all at KS3 have been particularly effective in supporting some of our lowest ability readers. Internal data of literacy programmes / interventions for those students who show lower reading ages have shown improvement.

Focus on and funding to support additional experiences and opportunities for disadvantaged pupils has led to involvement in wider school groups, teams and productions.

All students within the school community have access to an iPad to aid learning within lessons and at home. Those who are classed as Pupil Premium are provided with an iPad in year 7 and future reasonable repairs are funded by school. This supports academic access at home to support work completed in school.

Parental evenings and information evenings have been arranged separately for each year group to support links between school and home. These have been curriculum and information based with an aim to support parental confidence with their young people's school work and wellbeing post pandemic.

### Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Reading Plus	Reading Plus
IDL Literacy and Numeracy	IDL
Sparx Reader, Numeracy and Science	Sparxs
Educake	Educake

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
Service premium pupils are monitored and administered within the pupil premium cohort. Although DfE intend the service premium to offer mainly pastoral support during challenging times, and to help mitigate the negative impact on service children of family mobility or parental deployment, we also acknowledge the academic challenges these children face. All Services pupils are provided with an iPad on entry and support is considered on an individual basis.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Equity in opportunities.

## Further information (optional)

At Archbishop Temple Church of England High School, pupils are placed in personalised teaching groups which are purposely not numbered. All pupils are encouraged, stretched, challenged, and supported to achieve their best.

Curriculum development in every department has been a fundamental part of our school improvement strategy. By ensuring that carefully selected key concepts are delivered across both key stages, we aim to equip all pupils with the knowledge and skills necessary to progress into adult life.

All staff are well-informed about the support offered to disadvantaged pupils holistically with in school and this is a set discussion point in meetings across all levels of school. As a school we have strong links with external agencies to offer extensive support to our students and families.

The behaviour of disadvantaged pupils is carefully monitored by both the Pastoral and Curriculum Teams. There are established communication links with parents and carers of disadvantaged pupils from the outset.

We provide a wide range of high-quality extracurricular activities to promote wellbeing, attendance, behaviour, and aspiration. Pupils are encouraged and supported to take part in activities such as sports teams, science clubs, drama productions, theatre trips, cultural visits. These opportunities are seen as essential for all, helping develop vital life skills, including confidence, resilience, and socialisation, while also enhancing cultural capital. Disadvantaged pupils are given particular encouragement and support to participate.