

*“Supporting individual need and classroom rigour”*

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

There is no ‘one size fits all’ solution to closing the attainment gap. Instead, a number of measures are required, tailored to each school’s circumstances and stage on the improvement journey. These measures include setting a culture of high expectations for all pupils, understanding how schools can make a difference, selecting a range of evidence-based strategies tailored to meet the needs of individual schools and pupils, and implementing them well.

At Archbishop Temple School, we feel the below points underpin our strategy for closing the attainment gap:

1. Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.
2. Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
3. Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.
4. Focus on outcomes for individual pupils rather than on providing strategies.
5. Deploy the best staff to support disadvantaged pupils; rather than using additional staff who do not know the pupils well.
6. Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.
7. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance

***“Supporting individual need and classroom rigour”***

1. Summary information					
<b>School</b>	Archbishop Temple				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£98,905	<b>Date of most recent PP Review</b>	Nov 2016
<b>Total number of pupils</b>	783	<b>Number of pupils eligible for PP</b>	89 (11%)	<b>Date for next internal review of this strategy</b>	Feb 2021

2. Current attainment 2020		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP /(national average)</i>
Attainment in English	5.8	6.5/5.3
Attainment in Maths	5.4	6.0/5.0
Progress 8 score average	+0.5	+0.5/ 0
Attainment 8 score average	5.4	6.1/ 5.0

## ***“Supporting individual need and classroom rigour”***

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Progress of pupil premium pupils in core subjects less than the rest of cohort especially maths	
<b>B.</b>	Inability to access extracurricular activities.	
<b>C.</b>	Inability to access i-pad and firefly learning program	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Lack of support with homework, revision and independent learning	
<b>E.</b>	Lower parental confidence in challenging pupils and school about work	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Progress of pupil premium pupils in core subjects matches rest of cohort. Especially maths	Data to show gap closing and closing to zero in core subjects of English, <b>Maths</b> , Science and RE.
<b>B.</b>	Extracurricular activities have good participation by pupil premium pupils.	Extracurricular participation in line with rest of cohort. Last survey (March 2020 showed success in <b>music</b> , but poor participation in <b>sports clubs</b> )
<b>C.</b>	i-pad and firefly learning program accessed in same way	Pupil premium pupils have i-pads and can access firefly
<b>D.</b>	Homework and revision done to same standard as whole cohort	Levels of detentions for homework in line with rest of cohort (figures to be confirmed post Covid)
<b>E.</b>	Pupils and teachers challenged over quality and quantity of work	Pupils on pupil premium interviewed and challenged by Mrs Deluce. Mr Carruthers email/speak to staff with persistent low achievement by pupil premium pupils and asked what they are doing about it.  Parents evening attendance of PPM pupils in line with other groups. (figures to be confirmed post Covid)

***“Supporting individual need and classroom rigour”***

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2020/21</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Progress of pupil premium pupils in core subjects matches rest of cohort.	Staff aware of pp pupils in mark book to track progress in lesson especially in Maths where attainment has not been as strong.	Only when teachers recognise pupil premium pupils can they intervene in raising progress	SIMs updated by PPM manager when DfE lists come in to school	GC	As DfE data arrives
Pupils and teachers challenged over quality and quantity of work	ILP for each PP Pupil Highlighting withdrawal/support needs and Look at data. Contact teachers to inform/challenge  Ring parents to make sure attend parents evening	To track progress and needs of pupils providing targeted intervention based on identified issues.  DfE case study Beech Hill DfE case study Millennium Primary	Mrs Deluce conducts interviews and AHT reviews the content  Exams officer keeps lists of non-attendees at parents evening and rings PPM pupils who did not attend/siblings before event	Mrs Deluce  Exams officer	Termly  Parents evenings
					Total cost £12,349

***“Supporting individual need and classroom rigour”***

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Extracurricular activities have good participation by pupil premium pupils.	Trip, music lesson, sport kit funding	To even out opportunities for participation. EEF gives +2 months to music lessons, but records reports of wider benefits to wellbeing and attitudes to learning	Headteacher speaks to each parent individually and allocates money for trips based on this. Head of music monitors music lesson funding	GC/HT/JS	End of year
	Working club to look after fish and improve pond	To provide activities to increase self-confidence, engagement and motivation by activities including aquaculture.	Canteen manager works with GC to plan project	Andy B Higson	End of year
	Lads club	To provide activities to increase self-confidence, engagement and motivation by activities outside school for boys	AHT plans project	MB	End of year
	Arch Angels	To provide activities to increase self-confidence, engagement and motivation by activities outside school for Girls	Inclusion manager plans project	CP	End of year

***“Supporting individual need and classroom rigour”***

Progress of pupil premium pupils in core subjects matches rest of cohort.	Extra Careers advice	So pupils can have more time on CAG to fully explain higher academic level career paths	Bought in expert as LCC service scaled back	AG	End of year
	Boot camp intensive study program	To raise achievement with targeted pupils in English, Maths and Science.	AHT runs program	GC	End of year
	Academic mentors	To mentor pupils providing extra support in planning work and meeting deadlines. Pupils and parents tell us this helps them focus on studies	SLT monitor	MB	Half termly
	English / Maths Parachute/ Intervention groups	To allow pupils to be coached to reach their target grade.	SLT monitor	GC/SLT/ SOL/KD	Termly

Total cost £57,762

***“Supporting individual need and classroom rigour”***

<b>iii Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Homework and revision done to same standard as whole cohort	Homework club in LRC	To provide safe environment in which to do homework	AHT and pastoral team monitor	Librarian	Weekly
i-pad and firefly learning program accessed in same way	Fund I-pads for year 7	To raise achievement with targeted pupils by allowing them greater access to resources and to provide a platform for home and class learning	AHT implement and monitor	GC	Termly
Progress of pupil premium pupils in core subjects matches rest of cohort.	Access to School counsellor  Revision guides	DfE case study Canford Heath  To provide good revision notes	AHT monitors  Mrs Deluce targets pupils through ILP	MB  Mrs Deluce	Termly  In ILP interviews
Attendance of targeted pupils improved	A small number of targeted pupils provided with a bus pass	To raise achievement with targeted pupils by removing barriers to attendance	AHT implement and monitor	GC/ Mrs Deluce	Termly

***“Supporting individual need and classroom rigour”***

Provide balanced curriculum for vulnerable pupils	To provide an alternative curriculum for selected pupils	To provide a setting in which the pupil can access the curriculum and achieve well	AHT implement and monitor	GC/MB	Termly
					Total cost £29,652

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated effect: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost



***“Supporting individual need and classroom rigour”***

<p>Pupils and teachers challenged over quality and quantity of work</p>	<p>ILP for each PP Pupil Highlighting withdrawal/support needs and Look at data Ring parents to attend parents evening</p>	<p>Gap fluctuating over three years but attainment still high and pupil voice indicates that this is helpful.</p>	<p>Continue</p>	<p>£12,049</p>
<p>Progress of pupil premium pupils in core subjects matches rest of cohort.</p>	<p>Staff aware of pp pupils in mark book to track progress in lesson</p>	<p>Raised awareness of groups</p>	<p>Now well embedded. <b>Need to investigate this further in maths</b></p>	<p>£0</p>



***“Supporting individual need and classroom rigour”***

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated effect: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Progress of pupil premium pupils in core subjects matches rest of cohort.	Access to School counsellor	Year 11 pupils on program maintained attendance to end of year 11 and sat examinations in school.	Continue	£4,500
	Homework club in LRC	Increased engagement of pupils in school	Continue	£2,592
	Revision guides	Gap fluctuating over three years but attainment still high and pupil voice indicates that this is helpful.	Continue	£500
	I pad roll out to PPM pupils		Continue	£4,800

**7. Additional detail**

Our Disadvantaged Student Strategy breakdown can be found on the school’s website along with further details on results