

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Archbishop Temple
Number of pupils in school	783
Proportion (%) of pupil premium eligible pupils	10
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	I Catlow Headteacher
Pupil premium lead	G Carruthers
Governor / Trustee lead	J Astley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,103 (including Pupil Premium Plus and Service Premium)
Recovery premium funding allocation this academic year	£11,500
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	£94,603

Part A: Pupil premium strategy plan

Statement of intent

Archbishop Temple seeks to support individual need, coupled with classroom rigour to equip children with the ability to transform society through Faith, Nurture and Service.

Faith that all our children are unique and significant and worth trying our very best for. We wish to Nurture all our pupils so that their God given talents can be allowed to shine through, and our ethos of Service ensures that we serve the children the best we can, and expect them to take on this service into their own communities

Our pupil premium strategy sets out how we intend to use our pupil premium funding to secure this 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 other child in school too. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.

Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.

Focus on outcomes for individual pupils rather than on providing strategies.

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

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

Challenges

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

Challenge number	Detail of challenge
1	<p>Progress of pupil premium pupils in core subjects less than the rest of cohort especially maths</p> <p>Overall progress 8 disadvantaged pupils has gone from +0.50 overall to -0.74 in summer 2021. In Maths, it has gone from +0.60 to -1.25</p>
2	<p>Inability to access extracurricular activities (March 2020 showed success in music, but poor participation in sports clubs)</p>
3	<p>Inability to access i-pad and firefly learning program Upon joining school, pupils are asked to sign up to a £12 per month iPad program</p>
4	<p>Due to partial school closures, confidence in school, revision and independent learning is not as high as the rest of the cohort From interviews with the cohort, we have found that pupils categorised as pupil premium report higher levels of uncertainty about school generally, revision and independent learning</p>
5	<p>Parental confidence in challenging pupils and school about work (most recent year 11 general cohort 14% non-attendance, PPM 28%non-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
Overall progress of pupil premium pupils in line with cohort	Progress of sub groups cannot be less than that of main cohort overall
Maths progress of pupil premium pupils in line with cohort	Maths progress cannot be less than that of main cohort overall
Attendance at afterschool enrichment and sports clubs to improve	Overall attendance in sports and enrichment clubs to be in line with rest of the cohort
All pupil premium pupils to have an iPad	Pupil premium pupils to be provided with an iPad by school
Confidence in revision and independent learning improve. Pupils to report that they are less anxious about general school life	Skodel to report anxiety in pupil premium pupils to be in line with rest of cohort around revision and independent learning
Parental confidence in challenging pupils and staff about school work to improve	Parents evening attendance in line with rest of cohort (most recent year 11 general cohort 14% non-attendance, PPM 28%non-attendance)

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: £12,349

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1
ILP for each PP Pupil Highlighting withdrawal/support needs and Look at data. Contact teachers to inform/challenge	To track progress and needs of pupils providing targeted intervention based on identified issues. EEF TA interventions (+4 months): targeted interventions, which are often delivered out-of-class.	1
Ring parents to make sure attend parents evening. Monitor this centrally and investigate wider reasons. Engage with parents to allow a friendly point of contact to address issues	DfE case study Beech Hill DfE case study Millennium Primary EEF: Parental engagement- Moderate impact for very low cost	5

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

Budgeted cost: £60,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	2
Working club to look after fish and improve pond	To provide activities to increase self-confidence, engagement and motivation by activities including aquaculture. EEF SEL: Advocates (+4 months) more specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.	4
Lads club	To provide activities to increase self-confidence, engagement and motivation by activities outside school for boys EEF: (+2 months) Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model	4
Arch Angels	To provide activities to increase self-confidence, engagement and motivation by activities outside school for Girls EEF: Mentoring	4
Extra Careers advice	So pupils can have more time on CAG to fully explain higher academic level career paths	4
Boot camp intensive study program and recovery tuition through mytutor (12 pupils x 10 weeks)	To raise achievement with targeted pupils in English, and particularly Maths EEF: One to one tuition High impact for moderate cost based on moderate evidence	1
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 EEF: Mentoring	1
English / Maths Parachute/ Intervention groups	To allow pupils to be coached to reach their target grade. EEF: Mentoring	1

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

Budgeted cost: £29,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework club in LRC	To provide safe environment in which to do homework EEF toolkit High impact for very low cost	1
Fund iPads 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	3
Access to School counsellor	DfE case study Canford Heath	4
A small number of targeted pupils provided with a bus pass	To raise achievement with targeted pupils by removing barriers to attendance	1
To provide an alternative curriculum for selected pupils	To provide a setting in which the pupil can access the curriculum and achieve well	1

Total budgeted cost: £102,403

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 2020 to 2021 academic year.

1. Review of expenditure				
Previous Academic Year				
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
Pupils and teachers challenged over quality and quantity of work	ILP for each PP Pupil Highlighting withdrawal/support needs and Look at data Ring parents to attend parents evening	Gap fluctuating over three years but attainment still high and pupil voice indicates that this is helpful.	Continue	£12,049
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	Raised awareness of groups	Embedded. Need to investigate this further in maths	£0
ii. Targeted support				
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.	Academic mentors English / Maths Parachute/ Intervention groups	Gap fluctuating over three years but attainment still high and pupil voice indicates that this is helpful. Working better in English than Maths. Review with HOD	Continue Continue, but try to use more	£10,800 £3,240

Extracurricular activities have good participation by pupil premium pupils.	Bootcamp intensive study program	Gap fluctuating over three years but attainment still high and pupil voice indicates that this is helpful.	Continue	£4,700
	Careers advice	All pupils seen applied to college or gained apprenticeships	Continue	£300
	Trip, music lesson, sport kit funding	Gap fluctuating over three years but attainment still high and pupil voice indicates that this is helpful. Increased engagement of pupils in school See 2019 SIAMS document	Continue but monitor PPM participation in orchestra after school sport and music trips	£31,162
	Lads club		Continue	£4,200
	Arch Angels	Positive results for girls but high cost option	Continue	£2,160
	Performing arts club	Gap fluctuating over three years but attainment still high and pupil voice indicates that this is helpful	Due to staff leaving, this has had to be discontinued	£4,393
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		Continue	£2,592
	Revision guides	Increased engagement of pupils in school	Continue	£500
	I pad roll out to PPM pupils	Gap fluctuating over three years but attainment still high and pupil voice indicates that this is helpful.	Continue	£4,800

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None in previous academic year	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	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.
What was the impact of that spending on service pupil premium eligible pupils?	The three service children in yr 11 in 2021 all achieved positive progress