

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	780
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024 / 2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	I Catlow
Pupil premium lead	M Shaw
Governor / Trustee lead	J Astley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,970
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£16,836
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>	£82,806

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	Progress of pupil premium pupils in core subjects is less than the rest of cohort especially in literacy and maths.
2	Inability to access extracurricular activities.
3	Inability to access i-pad and firefly learning program Upon joining school, pupils are asked to sign up to a £16 per month iPad program.
4	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.
5	Parental confidence in challenging pupils and school about work.

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	Class charts and whisper button 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
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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: £ 19,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff aware of disadvantaged pupils via class charts / provision map. CPD delivery to staff on use of individual programmes to inform teaching.	Only when teachers recognise pupil premium pupils can they intervene in raising progress.	1, 2
Quality first teaching informed by internal and external training and pedagogical research, including: External CPD Metacognition Questioning Modelling Scaffolding	Only when teachers recognise pupil premium pupils can they intervene in raising progress. Ensuring an effective teacher is at the front of every class and that each teacher is supported to keep improving is the key ingredient of a successful school (EEF Guide to Pupil Premium). There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may	1

Feedback Vocabulary	<p>have a greater impact on disadvantaged pupils. (EEF Metacognition and Feedback).</p> <p>QFT boosts confidence of pupils and their belief they can succeed. (What works. Lee Elliot).</p>	
Purchase of standardised assessment programmes (CATs & NGRT). CPD delivered to staff on how to interpret data effectively.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct support and resources in class or correct targeted intervention.</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</p>	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	<p>DfE case study Beech Hill</p> <p>DfE case study Millennium Primary</p> <p>EEF: Parental engagement- Moderate impact for very low cost</p>	5
Staff are trained in and provided time to develop and implement pedagogy that supports cognitive science approaches to long term memory.	<p>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:</p> <p>Interleaving</p> <p>Retrieval practice</p> <p>Strategies to manage cognitive overload</p>	1

	(EEF Cognitive Science Approaches in The Classroom)	
To utilise staff to provide 1:1 and small group tuition in English and Maths, delivered after school.	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from 1:1 tuition. (EEF One to One Tuition).</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. (EEF Small Group Tuition).</p>	1,4
HLTA English	<p>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:</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>	1,4
<p>Improve literacy in all areas in line with recommendations in EEF improving literacy in Secondary Schools guidance. CPD provided to teachers via research groups. Key elements;</p> <p>Disciplinary Literacy</p> <p>Explicit teaching of academic vocabulary.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p>	1,4, 5

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

Budgeted cost: £16,740

Activity	Evidence that supports this approach	Challenge number (s) addressed
Funding of music lessons for disadvantaged students.	<p>To increase participation in learning an instrument goes hand in hand with improving concentration and engagement in lessons. Young people playing a musical instrument enjoy greater progress and better academic outcomes than those who don't. (Prof. Susan Hallam, The Power of Music)</p> <p>EEF gives +2 months to music lessons, but records reports of wider benefits to wellbeing and attitudes to learning.</p>	1,2
Phonics Programme for KS3 disadvantaged students currently below functional literacy	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	1, 4
Targeted reciprocal reading programme as a reading intervention for additional help to comprehend texts and address vocabulary	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	1, 4

<p>gaps. Delivered to disadvantaged students through our Reading Plus sessions.</p>		
<p>Implement IDL programme for SEND disadvantaged students at KS3</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	<p>1,4</p>
<p>To ensure disadvantaged students have access to careers meetings with a L6 advisor, 1:1 support from their tutor and exposure to a wide range of academic and vocational pathways.</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. (The Gatsby Benchmarks).</p>	<p>2,4,5</p>
<p>HLTA interventions with pupils 1:1 and in</p>	<p>Well evidenced teaching assistant interventions can be targeted at all pupils that require additional support and can help previously low attaining pupils overcome barriers</p>	<p>1,4</p>

small groups to support literacy and numeracy	to learning and 'catch-up' with previously higher attaining pupils. (EEF Teaching Assistant Interventions)	
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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,4,5
TA support and interventions in classrooms. TA's 'leading' activities to enable the teacher to support targeted groups.	TA interventions (+4 months EEF) Research which focuses on teaching assistants who provide 1:1 or small group interventions shows a stronger positive benefit of between four and six additional months on average. (EEF Teaching Assistant Interventions).	1,4,5
Homework club with access to computers and teacher support	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. (EEF Small Group Tuition).	1,4,5

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

Budgeted cost: £32,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cost of iPad covered for disadvantaged students as they enter in Year 7.	To raise achievement with targeted pupils by allowing them greater access to resources and to provide	3

	a platform for home and class learning.	
Reasonable repairs of iPads for disadvantaged students.	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
The purchasing of school uniform & equipment for pupils	All disadvantaged students provided with revision guides in year 10. School uniform and PE kit provided where required. All of Year 11 disadvantaged students given revision pack with resources to support preparation.	2
To provide an alternative curriculum for selected pupils	To provide a setting in which the pupil can access the curriculum and achieve well.	1
Funding of trips or excursions for disadvantage students who need assistance.		1,2
Promote positive emotional health and wellbeing of identified disadvantaged students.	Designation and training of Senior Mental Health Lead in school, with responsibility for strategic planning of provision. Further expansion of the team of Mental Health First Aiders to provide additional support.	1,2,3,4,5

	<p>Pastoral Mentor qualification as a trauma informed practitioner.</p> <p>ELSA CPD for Teaching Assistant to support emotional literacy of identified students.</p>	
Pastoral mentoring for identified disadvantaged students.	Providing students with a positive role model who helps them 'build confidence, develop resilience and raise aspirations' (EEF), which leads to improved outcomes.	1,4,5

Total budgeted cost: £68,535

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2022/23 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 have been particularly effective in supporting some of our lowest ability readers.

As extracurricular activities have resumed post pandemic student access to these have been supported where necessary. Funding has been put in place to support additional experiences and opportunities. This has led to involvement in wider school teams, groups 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 have been arranged to support links between school and home across all years. 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.

Programme	Provider
Reading Plus	
IDL Literacy and Numeracy	
Sparx Numeracy	
Educake	

Service pupil premium funding (optional)

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**

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.

The impact of that spending on service pupil premium eligible pupils

Equity in opportunities.

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 or recovery premium funding.