

*“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>          | 2017/18           | <b>Total PP budget</b>                  | £81,940   | <b>Date of most recent PP Review</b>                  | Nov 2016 |
| <b>Total number of pupils</b> | 762               | <b>Number of pupils eligible for PP</b> | 106 (14%) | <b>Date for next internal review of this strategy</b> | Nov 2017 |

| 2. Current attainment      |   |   |
|----------------------------|---|---|
|                            | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP /(national average)</i> |
| Attainment in English      | 10.77                                       | 12.73/10.41   |
| Attainment in Maths        | 8.62  | 12.07/9.71  |
| Progress 8 score average   | 0.02  | 0.50/ 0   |
| Attainment 8 score average | 44.0  | 61.5/ 44.6  |

### ***“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.                     | Music lesson and trip participation in line with rest of cohort. <ul style="list-style-type: none"> <li>• (17% music 21/120 people doing lessons, choir 33%)</li> <li>• (7-Northumbria trip 15%, 10-Belgium 3%, 11-Iceland 13%)</li> </ul>                                      |
| <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 (Currently 27%)   |
| <b>E.</b>   | Pupils and teachers challenged over quality and quantity of work                                | Pupils on pupil premium interviewed and challenged by Mrs Stubbs. Mr Carruthers email/speak to staff with persistent low achievement by pupil premium pupils and asked what they are doing about it.<br><br>Parents evening attendance of PPM pupils in line with other groups. |

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

**5. Planned expenditure**

**Academic year**                      **2017/18**

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.

**i. Quality of teaching for all**

| <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<br>Highlighting withdrawal/support needs and Look at data. Contact teachers to inform/challenge<br><br>Ring parents to make sure attend parents evening | To track progress and needs of pupils providing targeted intervention based on identified issues.<br><br>DfE case study Beech Hill<br>DfE case study Millennium Primary | Mrs Stubbs conducts interviews and AHT reviews the content<br><br>K. Wilson keeps lists of non-attendees at parents evening and rings PPM pupils who did not attend/siblings before event | Mrs Stubbs<br><br>Miss K Wilson | Termly<br><br>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/CG          | 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   | Joe R Higson      | End of year                                 |
|   | Performing arts clubs                            | See music lessons for EEF evidence  | HOH runs clubs  | DK                | 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                                 |

***“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/SS | Termly      |

Total cost £60,795

***“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                             | Mrs Dearden          | 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                                 | PC                   | Termly                                      |
| Progress of pupil premium pupils in core subjects matches rest of cohort. | Access to School counsellor<br><br>Revision guides | DfE case study Canford Heath<br><br>To provide good revision notes   | AHT monitors<br><br>Mrs Stubbs targets pupils through ILP | MB<br><br>Mrs Stubbs | Termly<br><br>In ILP interviews             |
|   |  |  |   |                      | Total cost £12,595                          |

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

| 6. Review of expenditure   |   |   |  |                          |
|--|---|---|--|--------------------------|
| Previous Academic Year   |   | 2016/17   |  |                          |
| 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                     |
| <p>Pupils and teachers challenged over quality and quantity of work</p> <p>Progress of pupil premium pupils in core subjects matches rest of cohort.</p> | <p>ILP for each PP<br/>Pupil Highlighting withdrawal/support needs and Look at data Ring parents to attend parents evening</p> <p>Staff aware of pp pupils in mark book to track progress in lesson</p> | <p>Gap fluctuating over three years but attainment still high and pupil voice indicates that this is helpful.</p> <p>Raised awareness of groups</p> | <p>Continue</p> <p>Now well embedded. <b>Need to investigate this further in maths</b></p> | <p>£12,049</p> <p>£0</p> |



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

| <b>ii. Targeted support</b>   |   |   |  |  |
|---|---|---|--|--|
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>Estimated effect:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b><br>(and whether you will continue with this approach)                               | <b>Cost</b>  |
| Progress of pupil premium pupils in core subjects matches rest of cohort. | <b>Academic mentors</b>   | Gap fluctuating over three years but attainment still high and pupil voice indicates that this is helpful.                | Continue   | £10,800  |
|   | <b>English / Maths Parachute/ Intervention groups</b>                       | Working better in English than Maths. Review with HOD   | Continue, but try to use more  | £3,240   |
|   | <b>Orchard programme funding</b>  | Pupils on program maintained attendance to end of year 11 and sat examinations in school. High cost option                | Discontinue  | £2,000   |
|   | <b>Bootcamp intensive study program</b>                                     | Gap fluctuating over three years but attainment still high and pupil voice indicates that this is helpful.                | Continue   | £4,700   |
|   | <b>Careers advice</b>   | All pupils seen applied to college or gained apprenticeships  | Continue   | £300   |
|   | Extracurricular activities have good participation by pupil premium pupils. | <b>Trip, music lesson, sport kit funding</b>  | Gap fluctuating over three years but attainment still high and pupil voice indicates that this is helpful. | Continue but monitor PPM participation in orchestra after school and music trips |
| <b>Lads club</b>  |   | Increased engagement of pupils in school<br>See 2014 SIAMS document   | Continue   | £4,200   |
| <b>Blossom project</b>  |   | Positive results for girls but high cost option   | Discontinue  | £6,000   |

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

|   |                               |   |  |             |
|---|-------------------------------|---|--|-------------|
|   | Performing arts club          | Gap fluctuating over three years but attainment still high and pupil voice indicates that this is helpful.                | Continue   | £4,393      |
| <b>iii. Other approaches</b>  |                               |   |  |             |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b> | <b>Estimated effect:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b><br>(and whether you will continue with this approach) | <b>Cost</b> |
| 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   | £5,000      |

**7. Additional detail**

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