

Archbishop Tenison's C of E High School

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Archbishop Tenison's School
Number of pupils in school	750
Proportion (%) of pupil premium eligible pupils	32.7%
Academic year/years that our current pupil premium strategy plan covers	2023/24-2025/26
Date this statement was published	February 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Richard Parrish, Headteacher
Pupil premium lead	Lucie Philips
Governor / Trustee lead	Will Harland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,330
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	£246,330

Part A: Pupil premium strategy plan

Statement of intent

Archbishop Tenison's is committed to educating all pupils to the highest possible standard, irrespective of their academic or social background. As a church school, it is an integral part of our Christian vision to offer our disadvantaged pupils the same life chances as their peers. We endeavour to devote appropriate strategies, support and intervention to enable disadvantaged students to fulfil their academic and emotional potential during their time at the school.

The primary focus of our strategy is ensuring high quality teaching, which is for the benefit all pupils, but is proven by evidence to have a disproportionately high impact on the progress of disadvantaged pupils. Our intention is to narrow the gap between the progress made by disadvantaged and non-disadvantaged pupils at the school, using Progress 8 scores at GCSE as the most appropriate measure of this aim.

Studies have indicated that the gap between disadvantaged and non-disadvantaged pupils is likely to have widened since the Covid pandemic, with disadvantaged pupils being affected to a greater degree by remote learning. As such our school is committed to providing academic interventions for vulnerable pupils at risk of not making the expected progress, with a particular focus on disadvantaged pupils. We are using a variety of interventions to support our pupils most affected by the pandemic.

As a small school, we are particularly well placed to offer individual, bespoke assistance to our disadvantaged pupils according to their needs. This is primarily in the form of academic interventions but also includes emotional and behavioural support as required.

We are committed to offering all pupils a well-rounded and broad education, including a range of enrichment activities. It is our strong belief that all pupils should have access to learning opportunities beyond the classroom and that these activities are valuable in increasing pupils' cultural capital. Our approach therefore also includes support to help disadvantaged students access these activities and enable them to take part fully in the wider life of the school.

Challenges

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

Challenge number	Detail of challenge
1	The 2024 GCSE results show that whilst the overall attainment of disadvantaged pupils in Maths and English was similar to that of their peers at GCSE, their overall progress was not as good. In English, the progress of PPG pupils was -0.35 compared with +0.03 of non-PPG pupils. In Maths PPG pupils P8 score was -0.58 compared with -0.41 for non-PPG pupils.
2	The Progress 8 score of our disadvantaged pupils with low and low-mid prior attainment at GCSE in 2024 was significantly below that of their peers.
3	Our internal diagnosis of pupils using CAT testing identified a gap of 2.2 between disadvantaged pupils and the rest of the cohort in Year 7, and a gap of 1.9 in Year 8.
4	There was a gap of 3% between the attendance of our disadvantaged pupils compared to their peers in the academic year 2023/2024.
5	There has been an increase in the number of PPG students with SEMH needs, impacting students' wellbeing and attendance.

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 disadvantaged pupils at KS4, particularly in English and Maths.	KS4 outcomes in 2024/25 will indicate that: <ul style="list-style-type: none"> The gap in Progress 8 scores between FSM 6 and non-FSM pupils in Maths will have narrowed to less than 0.4 The gap in Progress 8 scores between FSM 6 and non-FSM pupils in English will have narrowed to less than 0.5
Improved attainment for disadvantaged pupils with lower and low-mid prior attainment across the curriculum at GCSE.	KS4 outcomes in 2024/25 will show that students with Low PA will achieve a Progress 8 score of at least -0.2
Disadvantaged pupils in Year 7 and 8 make good progress in English and Maths.	Internal data will show that disadvantaged pupils are making good progress towards their target grades in English and Maths by the end of the academic year.

Improved attendance of disadvantaged pupils across KS3 and 4.	The overall absence gap between disadvantaged and non-disadvantaged pupils being reduced to less than 3%.
Excellent pastoral support for disadvantaged pupils.	Evidence of disadvantaged pupils receiving beneficial support and interventions from pastoral support team.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaffing of English and Maths departments to enable smaller class sizes at KS4.	The EEF toolkit identifies that reducing class sizes can have a positive impact on pupil attainment, if teachers are able to give more individual feedback to learners. Reducing class size EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Purchase of standard diagnostic assessment for use with Year 7 and Year 8 students.	EEF guidance states that 'Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy.' It is particularly important that diagnostic testing is carried out with Year 7 and Year 8 because of the cancellation of KS2 SATs due to the pandemic. EEF Pupil Premium Guide 2024 Diagnostic Assessment Tool.pdf (d2tic4wvo1iusb.cloudfront.net)	3
Designating a member of staff as the pupil premium co-ordinator.	The EEF guide to the Pupil Premium emphasises the importance of creating, implementing and monitoring the impact of a long-term strategy. Designating this responsibility to a member of staff ensures that this process is carried out effectively. EEF Pupil Premium Guide 2024	1-4

Targeted academic support

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework support room for Year 7 and Year 8 students	Homework EEF (educationendowmentfoundation.org.uk) The EEF toolkit stresses the importance of pupils having a quiet space in which to complete homework, and identifies that homework has a beneficial impact particularly on disadvantaged pupils.	3, 4
Academic support – GCSE English and Maths Pupil support room	One to one tuition EEF (educationendowmentfoundation.org.uk) The EEF identifies individual support as being very effective at improving individual pupils' outcomes, providing approximately five months' additional progress on average.	1, 2
Academic support – various Year 7 pupil groups Pupil support room		3
LSA interventions with KS3 students in English and Maths		

Targeted pastoral support

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support – Pupil Support Room	Department for Education (publishing.service.gov.uk) This government report identifies the clear link between improving attendance and improving educational outcomes.	4
Behaviour support – Pupil Support Room	Behaviour interventions EEF (educationendowmentfoundation.org.uk) The EEF toolkit identifies that targeted behaviour interventions have a positive effect on pupils' progress.	4, 5
SEMH support – Pupil welfare hub		4, 5

Wider strategies

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reaching Higher Mentoring	Behaviour interventions EEF (educationendowmentfoundation.org.uk) The EEF toolkit identifies that targeted behaviour interventions have a positive effect on pupils' progress.	4, 5
Jamie's Farm	Our Impact - Jamie's Farm (jamiesfarm.org.uk) Jamie's Farm has produced an impact report which details the positive effect its interventions have on pupils, including data and individual case studies.	4, 5
Future Frontiers – Careers support for Mid-PA KS4 students	https://www.futurefrontiers.org.uk/impact-report	2
Academic materials – textbooks, revision guides etc.	Our pupils require academic materials which support them in their learning. All textbooks and revision guides are purchased by the school for all PPG pupils to ensure they have the same access to materials as their peers.	1-5
Extra-curricular activities, including sport and music activities	www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education Case studies demonstrate enriching cultural capital can help narrow the gap between disadvantaged students and their peers.	4, 5
Individual pupil support – equipment and uniform	Some pupils require support with equipment and uniform costs in order to access school.	1-5

Total budgeted cost: £ 250,000

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 2023-2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, using national data primarily through FFT Aspire and our own internal data.

There is evidence of success in some areas of our strategy. Our vulnerable students have high levels of support available to them, provided by a range of interventions within the Welfare Hub and Pupil Support Room. The provision in both of these areas has been increased by the school in the past academic year, meaning that more students are able to access support for their emotional wellbeing.

Our academic interventions have also increased, with more staff employed to support students struggling academically, particularly in English and Maths. However, there remains a significant gap in the progress of disadvantaged pupils at GCSE compared with their peers, and as such this is still a key area of focus in the strategy statement.

The data on attendance shows that whilst a gap remains between disadvantaged students and non-disadvantaged students, it is reducing compared to previous years. This is an area which requires further monitoring and strategies in order to improve the overall attendance of our disadvantaged students.

Our externally provided programmes have had a positive impact on the students who have taken part. The Future Frontiers programme provided valuable careers support for our middle-attaining Year 11 PPG students. Jamie's Farm is an excellent opportunity for our PPG pupils who also have SEN needs to improve their confidence in a different school setting. Our initial programme of behaviour mentoring with Reaching Higher has made a positive difference with some of our students who are struggling to engage with school, and we intend to extend this programme to more pupils in the next academic year.

Based on all the information above, the performance of our disadvantaged pupils is meeting expectations in some areas, and we are at present on course to achieve some of the outcomes we set out to achieve by 2025/6. We are on course to meet our target of improving pastoral interventions for our disadvantaged students and narrowing the gap in attendance. We are not currently on target for reducing the progress gap at GCSE between our disadvantaged and non-disadvantaged pupils and this remains an area of focus for the school.

Externally provided programmes

Programme	Provider
Jamie's Farm interventions	Jamie's Farm
Future Frontiers careers programme	Future Frontiers
Reaching Higher mentoring programme	Reaching Higher

