

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	574
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2020/2021 - 2021/2022
Date this statement was published	February 2022
Date on which it will be reviewed	October 2022
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	£166,170
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	£166,170

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, or even better, 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 start of the 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, but especially the National Tutoring Programme, 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 will be primarily in the form of academic interventions but will also include emotional and behavioural support as required. In this academic year, we are instituting a new 'Team around Pupil Premium' strategy in which key members of staff will meet regularly to discuss the individual needs of disadvantaged pupils, put into place interventions, and review the impact of previous interventions.

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 teacher assessed grades of 2020 and 2021 and our most recent external data from 2019 show that progress of disadvantaged pupils in Maths is lower than that of their peers at GCSE. In 2021, the Progress 8 score of FSM6 pupils was -0.31 compared to +0.14 for non-FSM6 pupils.
2	The teacher assessed grades of 2020 and 2021 and our most recent external data from 2019 show that progress of disadvantaged pupils in English is lower than that of their peers at GCSE. In 2021, the Progress 8 score for FSM6 pupils was -0.57 compared to +0.14 for non-FSM6 pupils.
3	The Progress 8 score of our disadvantaged pupils with low prior attainment at GCSE in 2021 was significantly below that of their peers.
4	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.
5	National studies suggest that the impact of partial school closures was greater on disadvantaged pupils compared to their peers. Many of our disadvantaged pupils have knowledge gaps due to the disruption to their learning and the difficulties of accessing lessons remotely.
6	There is a small gap between the attendance of our disadvantaged pupils compared to their peers in the last academic year.

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 KS3, particularly in English and Maths.	KS4 outcomes in 2021/22 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 prior attainment across the curriculum at GCSE.	KS4 outcomes in 2021/22 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 1%

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: £ 67,000

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, 5
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-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) Diagnostic Assessment Tool.pdf (d2tic4wvo1iusb.cloudfront.net)	4
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-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	1-6

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Academic support - Pupil support room	The EEF identifies individual support as being very effective at improving individual pupils' outcomes, providing approximately five months' additional progress on average.	4, 5
LSA interventions with KS3 students in English and Maths		4, 5

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support	Department for Education (publishing.service.gov.uk) This government report identifies the clear link between improving attendance and improving educational outcomes.	6
Pastoral 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.	3, 4, 5
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.	4, 5
Jamie's Farm	Our Impact - Jamie's Farm (jamiesfarm.org.uk) Jamies-Farm-Impact-Report-2017-18.pdf (jamiesfarm.org.uk)	4, 5

	Jamie's Farm has produced an impact report which details the positive effect its interventions have on pupils, including data and individual case studies.	
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

Total budgeted cost: £ 192,000

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 2020 to 2021 academic year.

Our key priority in the last academic year was to mitigate the impact of remote learning on our Pupil Premium students, as evidence has shown this to have a particularly detrimental impact on disadvantaged pupils.

We were successful in providing disadvantaged students with laptops in order for them to access the remote curriculum well. Members of staff conducted home visits to support students pastorally, engage with parents and provide academic materials to disadvantaged students. We employed online learning co-ordinators for each year group, who were responsible for monitoring and improving engagement and attendance for online learning, with a particular focus on disadvantaged students.

Our extra support for disadvantaged students continued after we returned to on-site provision. We provided extra support for our Key Stage 4 disadvantaged students in revision and tutoring sessions. We established the National Tutoring programme with Year 10 and Year 11 students, who received extra tutoring in English, Maths and Science. Students in Key Stage 3 were given support through Learning Support Assistant Interventions.

Externally provided programmes

Programme	Provider
Jamie's Farm interventions	Jamie's Farm

