

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	36%
Academic year/years that our current pupil premium strategy plan covers	2023/24-2025/26
Date this statement was published	February 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Richard Parrish, Headteacher
Pupil premium lead	Lucie Philips
Governor / Trustee lead	Karen Bryson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,200
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	£275,200

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. We are employing a range of strategies to make sure that our disadvantaged students can thrive within the classroom. We are using Pupil Premium funding to facilitate smaller classes in core subjects at Key Stage 3 and Key Stage 4, so that students can benefit from an improved teacher to student ratio. We have a dedicated pupil support room, with academic interventions starting from Year 7 students who we have identified as being at risk of not making the expected progress.

As a small school, we are particularly well placed to offer individual, bespoke assistance to our disadvantaged pupils according to their needs. We have witnessed an increase in students with behavioural, social, emotional and mental health needs since the Covid pandemic. Our Pupil Support room and Welfare Hub provide vital assistance and interventions for students to improve their wellbeing and ensure that they are able to achieve well in school. We are also investing in mentoring and counselling from external organisations for our students with a high level of need.

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 students access extra curricular activities such as music lessons, trips, sports clubs and the Duke of Edinburgh scheme, allowing our disadvantaged students are able 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 2025 GCSE results showed a gap in progress between non-PPG pupils and PPG pupils of -0.59. In English, the progress of PPG pupils was -0.49 compared with +0.03 of non-PPG pupils. In Maths the progress of PPG pupils was -0.72 compared with -0.09 for non-PPG pupils.
2	The Progress 8 score of our disadvantaged pupils with low prior attainment at GCSE in 2025 was below that of their peers.
3	Our internal testing has identified a gap in Maths and English attainment between disadvantaged pupils and the rest of the cohort in Year 7.
4	There was a gap of 5% 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 2025/26 will indicate that the gap in Progress 8 scores between FSM 6 and non-FSM pupils in Maths and 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 2025/26 will show that students with Low PA will achieve a Progress 8 score of at least -0.3
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.
Disadvantaged pupils engaged in the wider life of the school.	Evidence of disadvantaged pupils taking part in extra-curricular activities.

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: £120,200

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.	1, 2, 3
Overstaffing of Maths, Science and Languages to enable smaller class sizes at KS3.	Reducing class size EEF (educationendowmentfoundation.org.uk)	
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: £65,000

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
Academic interventions – 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 interventions – various Year 7 pupil groups Pupil support room		3
LSA interventions with KS3 students in English and Maths		

Targeted pastoral support

Budgeted cost: £65,000

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
Reaching Higher Mentoring		4, 5

Wider strategies

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Duke of Edinburgh		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: £ 275,200

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact of our Pupil Premium funding in the 2024-2025 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. We have also increased our staffing in core subjects, so that students can be taught in smaller class sizes for English Maths, Science and Languages. However, it will take time to see the impact of these changes and there remains a gap in the progress of pupils at GCSE compared with their peers. This is still a key area of focus in the strategy statement.

The data on attendance shows that whilst the gap between our disadvantaged students and non-disadvantaged students had reduced in the academic year of 2023/24, it has widened again in 2024/25. Improving the attendance of our disadvantaged students, and therefore funding for the Attendance Team remains a priority. Our externally provided mentoring with Reaching Higher has made a positive difference with some of our students who are struggling to engage with school. We have received a strong Impact Report, as well as positive feedback from students involved in the programme. 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 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. Reducing the attendance gap between our disadvantaged and non-disadvantaged students remains a priority for the school. We are on course to meet our targets of providing extra-curricular activities improving pastoral interventions for our disadvantaged students.

Externally provided programmes

Programme	Provider
Reaching Higher mentoring programme	Reaching Higher

