



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Sir Thomas Boteler Church of England High School
Number of pupils in school	681
Proportion (%) of pupil premium eligible pupils	250
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	09-2021 – 09-2024
Date this statement was published	16 th September 2021
Date on which it will be reviewed	1 st December 2022
Statement authorised by	Mrs B Scott-Herron
Pupil premium lead	Mr James Koltan
Governor / Trustee lead	Mr S Titchard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,750
Recovery premium funding allocation this academic year	£36,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (£17,000 Covid-Catch-up)
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	£292,000



Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Sir Thomas Boteler Church of England High School our ambition is for our disadvantaged children to know and remember more, achieving at least as well as other students nationally. We have constructed a curriculum that is ambitious and designed to give all students the knowledge, skills and cultural capital they need to succeed in life.

When our disadvantaged students are ready for the next stage of education, employment or training, they have the knowledge and skills they need and gain qualifications that allow them to go on to their chosen ambitious destinations that meet their interests and aspirations.

How does your current pupil premium strategy plan work towards achieving those objectives?

For our disadvantaged students to secure excellent outcomes they need to know and remember more. Over the course of study in the schemes for learning, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. Teaching is delivered on a granular scale allowing gaps to be identified and plugged at source preventing cumulative dysfluency. Learning is carefully scaffolded to avoid cognitive load where a small step approach to achieve subject depth is taken. As such, students' enjoyment and confidence in learning increases as they building a strong schema.

Using guidance reports from the EEF we will manage to avoid dead ends. The largest proportion of the pupil premium/recovery fund £175,000 (60%) will be spent on raising the quality of whole class teaching – not just isolated strategies. This includes CPD/recruitment and retention and supporting NQTs. We want our teachers to be the best they can be so we get it right in the classroom first time around. Quality first teaching helps every student with whole class strategies making a big difference. We are aware that not every student will make progress from first wave teaching. Second wave intervention is still required (small group delivery/subject tutoring). Intervention is a smaller part of our strategy but it has a place. Intervention is needed to have a complete strategy to support every student.

What are the key principles of your strategy plan?

To support our disadvantaged students knowing and remembering more and catch up on lost learning caused by the pandemic, we focus on the principle of three Ts - time, teaching (including reading) and tutoring. We use evidence-based strategies to remove barriers to learning. Spending is influenced by external research; such as the Sutton Trust toolkit, Education Endowment Fund (EEF) Teaching and Learning toolkit and the DfE study into effective use of Pupil Premium funding. The (EEF) Teaching and Learning toolkit – allows decisions to be made on a solid foundation of knowledge. We use the months of progress gained and associated costs/security of findings rated to determine the viability of initiating a strategy.



Teaching

Teachers present subject matter clearly, and deliver this incrementally with a focus on developing schema to embed learning in the long-term memory. This is not notional, but is deliberate practice. Teachers check students' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. Over the course of study, our teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. We assess well, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching. We have very high expectations for students' behaviour and conduct and these expectations are commonly understood and applied consistently and fairly, which is reflected in students' positive behaviour and conduct.

Reading

Reading cannot be a barrier to student achievement. A strategy we have implemented is Lexonik Advance. It is a unique, research-based programme leveraging metacognition, repetition, decoding and automaticity. Lexonik Advance trains learners to develop phonological awareness and make links between unknown words using common prefix, root words and suffix definitions. It is delivered in six one-hour, teacher led sessions. Lexonik Advance works for all learners regardless of age or ability. Delivered on a 1:4 teaching ratio with average reading age gains of +27 months in just six one-hour sessions no other programme makes such an impact in such a short space of time. 90 students will receive the programme by the end of the academic year. This programme is supported by the whole school strategy on removing barriers via subject specific pedagogy and 'ACCESS' vocabulary. This is key vocabulary that teachers need to ensure students understand in order to 'access' higher-level learning.

Tutoring

There is a substantial attainment gap between students from disadvantaged backgrounds and their classmates – and this is likely to have grown significantly since school closures. There is extensive evidence showing the impact of tutoring to support students who have fallen behind. However, access to tutoring is often limited to schools and parents that can most afford it. It's estimated that around 80% of disadvantaged students don't have access to quality tuition. There is extensive high-quality evidence demonstrating the potential of one-to-one and small-group tuition as a cost-effective way to support students who are falling behind in their learning. The Teaching and Learning Toolkit suggests it can boost progress by up to +5 months. Our tutoring programme provides students from all backgrounds, ability and year groups with additional high-quality tuition in English, math and science. Our delivery model is based on students receiving identical curriculum content and mirrors the small step granular approach that students receive in the classroom. A much smaller teaching ratio allows instant response to misconceptions, plugging knowledge gaps at source and building student confidence.



Challenges

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

Challenge number	Detail of challenge
1	Educational buy-in resulting gaps in knowledge and consequently lower attainment/progress
2	Exam readiness and preparation for terminal exams
3	Attendance and Attitudes
4	Lack of emotional and motivational support/low confidence
5	

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
To ensure that our disadvantaged learners experience Quality First Teaching (QFT) ensuring potential barriers to learning are removed at source. First wave intervention in the form explicit modelling and feedback first.	Greater engagement in learning Increased productivity and quality observed in student's work Overall increase in headline P8 score to be in-line with other students nationally with the same starting point
Ensure that eligible students are well supported to improve performance in terminal exams when compared to their peers in Maths, English and other subjects as they go through their time at the school.	An increase in P8 by element with a particular focus on English, Maths and EBacc (in-line with other students nationally) Increase the proportion of students achieving strong/standard pass in the basics measure (in-line with other students nationally)
Positive student attitudes to education where our students know they are loved. Increased student attendance. Our Pastoral team will move quickly to address these concerns as	Overall attendance for disadvantaged students to continue to improve. Reduce the number persistent absentees (PA) among disadvantaged students.



<p>soon as they arise, swiftly working with families to address underlying issues</p>	
<p>Students gain improved self-confidence and self-esteem and become more actively involved in school life. Students are well informed and prepared for education/employment post-16</p>	<p>Increase the number of disadvantaged students accessing in school and after school activities Increase the number of disadvantaged students involved in groups (e.g. school council, ambassador) 100% of disadvantaged students in further education, employment or training when leaving STB Year 7 disadvantaged students to exceed the attendance of all students in the year group (impact of summer school and strong transition programme)</p>

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: £ [175,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lexonik Advance Training</i>	Northumbria University	1/2
<i>Success At Arithmetic Training</i>	Edge Hill University	1/2
<i>NTP Tutors (CPD) with HOD</i>	EEF	1/2
<i>Lexonik Leap Training</i>	Northumbria University	1/2

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

Budgeted cost: £ [64,850]

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP English Tutor	2 blocks of 15 weeks small group Tuition	1/2
NTP Maths Tutor	2 blocks of 15 weeks small group Tuition	1/2
NTP Science Tutor	2 blocks of 15 weeks small group Tuition	1/2
Lexonik Advance Delivery	Northumbria University. 90 students to receive the reading programme over the academic year	1/2
Succes at Arithmetic		1/2

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



Budgeted cost: £ [52,150]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

Total budgeted cost: £ [292,000]

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



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CHURCH OF ENGLAND HIGH SCHOOL

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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.