SIR THOMAS BOTELER
CHURCH OF ENGLAND HIGH SCHOOL
THROUGH GOD, WE CARE
1526-2026

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PUPIL PREMIUM STRATEGY STATEMENT 2024-2027

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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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	868
Proportion (%) of pupil premium eligible pupils	352 students (41%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	**Sep 2024 – Sep 2027**
Date this statement was published	Nov 2025
Date on which it will be reviewed	Sep 2026
Statement authorised by	Mrs B Scott-Herron
Pupil premium lead	Mr J Koltan
Governor / Trustee lead	Mrs R Dean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378,400
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*	£378,400

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *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 achieve 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. Our strategy will also focus on ensuring our higher attaining disadvantaged students secure the strongest academic outcomes.

- *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, teaching is designed to help students to remember in the 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 it taken. As such, students' enjoyment and confidence in learning increases as they building a strong schema.

Using guidance reports from the EEF in conjunction with the DFEs 'menu of approaches' we will manage to avoid dead ends. The largest proportion of pupil premium funding £227,040 (60%) will be spent on raising the quality of whole class teaching – not just isolated strategies. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Due to this, the impact will be that non-disadvantaged students' attainment will be sustained and improved alongside increasing the progress made by our disadvantaged students.

Through effective CPD, 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 securing strong outcomes, we follow a three-tiered approach as recommended by in the EEF's evidence brief for the menu of approaches. Following identification of the specific barriers to learning our disadvantaged students face, our main approaches are:

1. Developing high quality teaching, assessment and a broad and balanced knowledge-based curriculum (supported by high quality CPD).
2. Targeted academic support (including reading intervention) delivered through small group teaching and subject tutoring.
3. Wider strategies supporting our students' social, emotional and behavioural needs as well as improving rates of attendance.

We use evidence-based strategies to remove barriers to learning. Spending is influenced by external research, such as the EEF's Teaching and Learning toolkit allowing 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.

Developing high quality teaching, assessment and a broad and balanced knowledge-based curriculum (supported by CPD)

We recognise that disadvantage can manifest through practical, emotional, and cognitive barriers. Therefore, we take proactive measures to remove these obstacles so students can access learning equitably. Students are equipped with essential materials and resources to ensure readiness for learning. Core knowledge organisers, digital learning tools, and guided revision materials are provided to support student agency, exam skills, and foundation knowledge.

Our Quality First Teaching (QFT) model is built upon a foundation of **strong teacher–student relationships**. Every teacher is expected to foster a "happy authority" within their classroom — combining warmth, consistency, and academic rigour. Research consistently shows that positive relationships are integral to engagement and motivation (EEF, 2023).

Our school-wide pedagogical framework, introduced in 2023/24, is underpinned by cognitive science and evidence-based teaching strategies. Teachers deliver key **knowledge gradually and granularly**, ensuring accessibility for all learners. Lessons are designed to promote **sustained attention** and minimise cognitive overload by:

• Using lean, accessible language;
• Minimising distractions and irrelevant information;
• Embedding regular checks for understanding to support retention and transfer to long-term memory.

Having secured strong foundations of knowledge, the next phase of our strategy focused on **metacognition and self-regulation**. Teachers explicitly teach strategies that help students plan, monitor, and evaluate their learning. Scaffolds are provided to support application and resilience in the face of challenge, particularly during high-stakes tasks such as extended writing or problem solving. EEF evidence indicates that developing metacognitive skills can add up to seven months of progress, particularly for disadvantaged pupils.

Targeted Precision in 2025–26: Messy Marking and PUSH Strategy
Building on strong QFT foundations, we have refined our approach in 2025–26 to target support with greater precision. The Messy Marking Strategy identifies vulnerable learners during lessons and enables in-the-moment intervention to address individual barriers — whether literacy, behaviour, or cognitive processing.

This approach is triangulated with our **PUSH Strategy**, which guides teachers to:

• P – Probe and Promote thinking
• U – Understand the learner's need or misconception
• S – Develop the Skill or strategy required
• H – Adopt a Holistic view of the learner

Teachers use PUSH to check understanding at multiple points in lessons, allowing real-time responsive teaching. Evidence shows that this leads to rapid clarification of misconceptions and improved engagement among disadvantaged learners.

All strategies are delivered through comprehensive professional development, designed and delivered by experts and aligned with EEF's Effective CPD principles. Training is:

• Sustained: delivered across the year through coaching, modelling, and peer collaboration.
• Targeted: informed by ongoing assessment of staff and student needs.
• Evidence-informed: rooted in current research and adapted for our local context.
This ensures consistent, high-quality implementation across departments.

Assessment – to inform our Messy Marking and Push strategy we use a robust assessment model. Two summative assessment windows take place across each academic year (in addition to low stakes in-class assessments and Key Piece Assessments). Our assessment model focuses on the progress students make relative to their starting points. Students are grouped in zones (based on KS2 attainment). The percentage a student receives on their WA1/2 assessment can be compared to the zone average. Students who are not making progress in-line with students of the same starting point are marked as 'Progress Lag Student' (PLS). These students are identified on seating plans (Messy Marking) and are a high focus for teachers to check for understanding. This system allows the progress of student groups (SEN/Disadvantaged) to be monitored effectively.

Whole school reading – to support our disadvantaged students who have not secured the foundations of reading, whole school strategies are implemented to ensure full curriculum access. Teachers identify students (across all years) who are weaker readers (highlighted on Messy Marking Seating plans) and support these students through QFT. This is supported by our Literacy and Reading classroom-based toolkit.

Staff are also provided with regular CPD to ensure that they are confident in interpreting and utilising reading data with all their classes, as well as effective, highly researched QFT strategies that will support all literacy skills, for all learners.

To promote reading for pleasure, using a library to access information and cultural capital, all Year 7 classes, 8Indigo, 9Indigo and the Designated Provision take part in a fortnightly library lesson delivered by our librarian. Through this lesson, students are taught how to use the library to find fiction books to read for pleasure and to find information to support their learning. Students are encouraged to read widely and often during library lessons and during lunch times.

Targeted academic support (including reading intervention)

Reading cannot be a barrier to student achievement. An intervention strategy we have implemented is Lexonik Leap and Lexonik Advance.

Lexonik Advance is a unique, research-based programme leveraging metacognition, repetition, decoding and automaticity. This programme is targeted for any student who finds the reading and understanding of polysyllabic words challenging. 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 in six one-hour sessions no other programme makes such an impact in such a short space of time. In 2024-25, 45 students received the programme with an average reading age gain of +27 months.

Lexonik Leap is for students who struggle with the basic reading level that is required to access Lexonik Advance. It is hugely beneficial for any age of learner who has yet to acquire basic literacy skills. This includes young students who are just starting to fall behind their peers, older students who have, for whatever reason, failed to grasp reading instruction. Following the NGRT Reading assessments, 30 Year 7 students have been identified to have an SAS score of 90 or below and are now in receipt of weekly intervention.

These programmes are supported by the whole reading strategies detailed above.

Tutoring - There is a substantial national 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 with additional high-quality tuition in English, Maths, Science and Religious Studies. A much smaller teaching ratio allows instant response to misconceptions, plugging knowledge gaps at source and building student confidence. Our core curriculum tutoring arm is delivered to identified Year 11 students for 30 minutes each Tuesday – Thursday morning. In addition to this, the school day is extended from January in the form of our Year 11 Period 6 model. Students receive additional targeted teaching across all subjects every Tuesday – Thursday. This continues until the terminal exam in each subject is completed.

Wider strategies including social, emotional and behavioural needs as well as improving rates of attendance

At Sir Thomas Boteler Church of England High School, we recognise that regular school attendance is essential for all students to achieve their full potential. This is particularly critical for those eligible for the Pupil Premium, who may face additional barriers to consistent attendance. Our strategy is rooted in our commitment to equity, inclusion, and the belief that every student deserves the opportunity to thrive.

Key strategies include:

- **Early intervention:** Absence is treated as a safeguarding concern until we have contact with parents and carers, first day contact is a key strategy in our approach.
- **Targeted monitoring and tracking**: Attendance data for Pupil Premium students is reviewed weekly to identify patterns and intervene early.
- **Personalised support plans**: Students with attendance concerns receive bespoke support, including mentoring, pastoral care, and access to wellbeing services.
- **Parental engagement**: We work closely with families to address barriers to attendance, offering regular communication, home visits, and signposting to external support.
- **Incentives and recognition**: Positive attendance is celebrated through rewards and recognition, reinforcing the value of regular school participation. We celebrate attendance improvements as much as high levels of attendance.

- **Information sharing with staff:** All staff are fully informed about key students and the link between disadvantage and attendance, enabling them to respond with empathy and consistency. We pride ourselves on strong relationships with families and students and all staff know they are responsible for improving attendance.
- **Communication of expectations:** Establishing a culture of high attendance begins with clarity. Students and families must understand what is expected of them and what will happen if those expectations are not met. For Pupil Premium students, who may face additional challenges, this clarity is especially important to ensure fairness, consistency, and support.

At Sir Thomas Boteler Church of England High School, we are deeply committed to nurturing the whole child. We recognise that students eligible for the Pupil Premium Grant may face heightened challenges related to social, emotional, and mental health (SEMH), which can impact their ability to engage fully in school life. Our strategy ensures that these students receive timely, tailored, and high-quality support to thrive both academically and personally.

Our approach includes:

- **Wellbeing Model**: Our tiered approach to mental health support ensures that all students, including those eligible for Pupil Premium, have access to universal, targeted, and specialist interventions based on need.
- **Dedicated SEMH Staff**: Our full-time Mental Health and Wellbeing Manager, Mental Health First Aider, and Safeguarding Team provide 1:1 and group interventions, CBT-informed sessions, and bespoke support for issues such as anxiety, bereavement, self-esteem, and emotional regulation.
- **Inspire Programme**: Through weekly Personal Development sessions, students engage in structured activities that build resilience and develop coping strategies. These sessions are designed to foster self-awareness, empathy, and positive mental health.
- **Personal Development Curriculum**: Our curriculum includes PSHE, RSE, and wellbeing education, equipping students with the knowledge and skills to navigate adolescence with confidence and care.
- **Partnerships with External Agencies**: We work closely with CAMHS, MHST, Warrington Youth Club, Child Bereavement UK, and other partners to ensure students receive specialist support when needed.
- **Student Voice and Peer Support**: Our Mental Health Ambassadors and School Health Champions lead initiatives, promote awareness, and provide peer-led support, creating a culture of openness and mutual care.
- **Parental Engagement**: We maintain regular communication with families through newsletters, social media, and direct outreach, ensuring they are informed and involved in their child's wellbeing journey.

Challenges

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

Challenge number	Detail of challenge

1	Assessment data shows that our KS3 disadvantaged students generally have **lower levels of reading comprehension** on entry. This makes the taught curriculum harder for them to access and achieve success. On entry to year 7 this year, 44% of our disadvantaged pupils arrived below age-related expectations compared to 31% of their peers.
2	Assessment data indicates our disadvantaged KS4 students **lack the agency and metacognitive strategies when faced with exam questions that require knowledge application in EBacc subjects**. Assessments on entry to year 7 indicate that 38% of our disadvantaged pupils arrive below age-related expectations compared to 22% of their peers. This gap remains at the end of KS4 with an average EBacc A8 of 2.68 for disadvantaged students compared to 4.48 of non-disadvantaged students nationally.
3	Our data shows our whole school attendance has increased. However, our **disadvantaged students still have higher absence rates** than their peers. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 6 - 7% lower than for non-disadvantaged pupils. 38.4 % of disadvantaged pupils have been 'persistently absent' compared to 22.4% of their peers during 2024-2025. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Internal data shows more disadvantaged students are identified with **concerns around wellbeing, mental health and safeguarding concerns**. These challenges particularly affect disadvantaged pupils, including their attainment. 51% pupils of our disadvantaged students currently require additional support with social and emotional needs and are currently receiving small group interventions.
5	Our assessment data indicates many of our disadvantaged students have developed **gaps in Mathematical fundamentals** during periods of remote learning and as a result there is a greater risk to their outcomes across at KS4. Assessments on entry to Year 7 indicate that 36% of our disadvantaged students arrive below age-related expectations compared to 24% of their peers. Subsequent external assessments show that this gap remains with 41% of disadvantaged students achieving grade 4+ in Maths compared to 77% of non-disadvantaged students (in-school) securing this measure.

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
Improve students reading comprehension so all students can access and achieve across the full curriculum	• NGRT SAS scores at KS3 show improvement for all disadvantaged students from their baseline in year 7 • Students receiving Lexonik (Leap/Advance) to show an increase

	in reading age from their baseline assessment • Teachers recognise this improvement through engagement in lessons and book scrutiny
To ensure that our disadvantaged students experience Quality First Teaching (QFT) ensuring potential barriers to learning are removed at source. First wave intervention in the form explicit modelling and gap identification informing response.	• Disadvantaged students to achieve an overall A8 of 4.0 • Disadvantaged students to achieve an EBacc A8 of 3.7 • Disadvantaged students achieve at least 30% grade 5+ in EM
Increase attendance rates	• STB disadvantaged student attendance to exceed the national disadvantaged students as a minimum • Disadvantaged student attendance to exceed pre-pandemic rates • Reduce the attendance gap between disadvantaged students and their peers across all year groups annually • Reduce the number of persistent absentees (PA) among disadvantaged students • Year 7 disadvantaged students to exceed the attendance of all students in the year group (impact of summer school and strong transition programme)
Provide high quality support to pupils with social, emotional and mental health issues	• 100% of disadvantaged students in further education, employment or training when leaving STB • Achieve 100% of disadvantaged students sitting exams in Core subjects • Students unable to access a full curriculum to receive a structured, tailored curriculum supported by tutoring. Liaison between HOD and tutors and AHT responsible for BEP
Increase progress and attainment in Maths	• Disadvantaged students to evidence sustained improvement in Maths KP assessments (RAG) rated fortnightly • Disadvantaged students to achieve - in-line with their peers in Working At (WA) assessments (two per year) • Disadvantaged students to achieve 56% grade 4 and 35% grade 5+ in Maths as a minimum

	• Disadvantaged students to achieve a Maths A8 of 3.9 as a minimum

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[£227,040]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high QFT - Developing metacognitive and self-regulation skills in all students. Checking for understanding lined to PUSH strategy.	Teaching and Learning Toolkit | EEF	2,5
Coaching – Instructional to develop coaching capacity. Sustained attention and implementation of the PUSH Strategy. Appointment of whole school T&L coaching lead (TBR)	NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf	2,5
Developing QFT – Granular and gradual release	Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf	2,5
Purchase of standardised diagnostic assessments (NGRT/WRAT for Lexonik) Training will be provided for staff to ensure assessments are interpreted correctly.	Diagnostic assessment | EEF	1, 2
Technology (visualises and new Promethean boards) to support high quality teaching and learning	Approach recommended from the DFE Menu of approaches EEF_Digital_Technology_Guidance_Report.pdf	1, 2, 5
Enhancement of our maths teaching and learning Maths	Shaping the next chapter of maths education in England | White Rose Education	5

curriculum. Delivery of WRM. Small step approach engineering success.		

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

Budgeted cost: £ *[£56,760]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 Period 6 Tutorials (all subjects) small group teaching	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Extending school time | EEF Small group tuition | Teaching and Learning Toolkit | EEF	2, 5
Core subject morning Intervention (English, Maths, Science, RS). 7 Teachers released.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	2, 5
Lexonik Leap/Advance Intervention – Expert Reader and Learning resource manager	Phonics | EEF Reading comprehension strategies | EEF	1
School Literacy Lead	Literacy | EEF	1
Maths extraction intervention for Y9 students. Small group teaching.	Mathematics | EEF	2, 5

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

Budgeted cost: £ *[£94,600]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer	Attendance toolkit for schools.pdf	3
AHT Vocational and Parental Engagement	Parental engagement | EEF	3, 4
Non-teaching Heads of Year	Improving Behaviour in Schools | EEF Social and emotional learning | EEF	3, 4
SEMH Lead	Social and emotional learning | EEF	4

Total budgeted cost: £ *[378,400]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall Outcomes 3 – Year Trend

Disadvantaged Students	**2022/23**	**2023/24**	**2024/25**	**National Non disadvantaged (National disadvantaged)**
% of pupils meeting the standard of grade 4+ and grade 5+ for English & Maths	Basics (4) 32% Basics (5) 14%	Basics (4) 36% Basics (5) 17%	Basics (4) 37% Basics (5) 19%	Basics (4) 73% (48%) Basics (5) 52% (29%)
Progress 8 score	-0.71	-0.55	N/A	0.18 (-0.43)
Attainment 8 score	30.83	33.5	31.7	49.7 (37.5)
P8 score in English & Maths	English – 0.50 Maths – 0.92	English – 0.31 Maths – 0.99	N/A	English 0.15 (-0.40) Maths 0.16 (-0.42)

Overall FFT Attendance 2024-25 Whole school and by Year Group

FSM6	FSM6	326	School	87.3%	90.7%	86.3%	87.2%	86.8%	83.8%
			FFT National	86.2%	89.8%	87.0%	85.2%	84.2%	83.6%
			Difference	+1.1%	+0.9%	-0.7%	+2.0%	+2.6%	+0.3%
	Not FSM6	562	School	93.7%	94.7%	95.0%	93.4%	92.4%	93.2%
			FFT National	93.3%	95.2%	93.8%	92.9%	92.5%	91.7%
			Difference	+0.4%	-0.5%	+1.1%	+0.5%	-0.1%	+1.5%

Pupil group	**Attendance 2023/4**	**Attendance 2024/5**
All pupils	91.2%	91.5%
Pupils with free school meals (FSM)	87.3%	87.3%
Pupils with no FSM	93.1%	93.9%
Pupils with special educational needs (SEN) support	86.3%	86.6%
Pupils with no SEN	92.5%	93.2%

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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