

Pupil premium strategy statement – Archbishop Blanch School

This statement details our school's use of pupil premium (and recovery 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	Yr 7-11= 923 pupils Yr7-13= 1127
Proportion (%) of pupil premium eligible pupils	25.9% of year 7-11 are PP eligible
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)	2023-2024 2024-2025 2025-2026
Date this statement was published	Feb 24
Date on which it will be reviewed	Dec 2024
Statement authorised by	C. Madeloso
Pupil premium lead	H. Browne
Governor / Trustee lead	E. Akinyande

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 225,360
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 61,548
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 225,360

Part A: Pupil premium strategy plan

Statement of intent

At Archbishop Blanch School, we are committed to providing equal opportunities and fostering an inclusive learning environment for all our students, within the strong Christian Ethos we have at the school. Our pupil premium strategy is designed to address the unique needs of disadvantaged students. Within Archbishop Blanch School we lean on our school values and trust them to guide us. By treating all students as individuals and with the upmost compassion we can truly start to foster a whole school community which strives to improve attendance, attainment, progress, aspirations and overall wellbeing for all our students, including our most vulnerable.

To ensure the highest possible attendance our dedicated attendance team will focus on PP students and regularly monitor attendance patterns, looking for trends and working together with parents and carers to reduce any barriers to attendance.

At Archbishop Blanch School we truly believe that Quality First Teaching is the biggest driver to improving attainment and progress. To this end, we will commit to searching for the best CPD opportunities for our staff and follow an evidence based approach to teaching and learning driving forward strategies in the classroom that are proven to raise the attainment and progress of all pupils, but specifically pupil premium pupils.

Research shows us that the aspirations and destinations for Pupil Premium students can be one of the main barriers to these pupils fulfilling their potential. At Archbishop Blanch School we look to contextualise learning and open the doors to the endless possibilities and the limitless potential that our Pupil Premium students have. We will have regular and open discussion with students regarding future goals and aspirations as well as a leading CIAEG programme designed to sign post and inspire.

Working closely with our work on aspirations and destinations is the extensive extracurricular programme that we are proud to run at Archbishop Blanch School. The wide variety of clubs and societies, from all faculty areas, have been designed with pupil engagement in mind. Its these extracurricular clubs that can inspire and motivate new interests and future careers and we are dedicated to ensuring Pupil Premium attendance is at its maximum. By monitoring, evaluating and analysing attendance we can start to understand the barriers that may keep turnout low amongst our Pupils Premium cohort and offer support, whatever that may be, to try and maximise participation.

By implementing this comprehensive Pupil Premium strategy, Archbishop Blanch School aims to create a supporting and inclusive learning environment that empowers all students to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils.</p> <p>Academic Year 21-22. Non-disadvantaged pupils attendance = 95.58% whilst Disadvantaged pupils = 94.93%. This was a gap of 0.65%</p> <p>Academic Year 22-23. Non-disadvantaged pupils attendance = 95.8% whilst disadvantaged pupils = 93.26%. This was a gap of 2.54%</p> <p>54% of disadvantaged pupils have been 'persistently absent' in the academic year of 2023-2024 compared to 46% of their peers during that period. This is an increase from 39% in 2022-2023 and 26% in 2021-2022. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Data from 2021/2022 and 2022/2023 show that there has been a consistent gap of 0.33 and 0.32 for P8 in year 11 terminal exams. A8 data has also remained steady with a gap of 14.48 in 2022 and 13.35 in 2023. Whilst predictions and mock data for 2024 see these gaps decrease drastically there are still areas where the disadvantaged gap can be closed further.</p> <p>Data over the last 4 years has shown that disadvantaged pupils achieving a positive P8 score in all four baskets is lower compared with non-disadvantaged peers, in particular the Ebacc basket, which has shown the biggest gap in 3 out of the 4 years. Data and observations suggest this could limit pupils in their next steps, for example KS5 courses and destinations.</p>
3	<p>PP MAP pupils have for the last 2 years made less progress than non-PP MAPs as well as less progress than PP Laps and Haps. This could potentially lead to MAP pupils having limited options at KS5 and therefore affect their next destination. Data from the 2022-2023 academic year highlights Map pupils achieved a P8 score of 1.057 compared to PP Maps only achieving 0.297.</p>
4	<p>Historically our data shows that mobile pupils do not make the same progress as non-mobile pupils. 2021-2022 mobile pupils P8 score was -1.66 whilst the following year it improved slightly but was 0.50. In addition to this mobile PP pupils underperform compared to non-PP mobile pupils. In 2023 the gap was 0.99.</p>
5	<p>Extracurricular and trip data over the last 3 years has highlighted that there is a gap between disadvantaged and non-disadvantaged uptake. In 2022-2023 the average disadvantaged uptake was 27% of the PP cohort, whereas 43% of the non-PP cohort took part. Up to Dec 2023 only 15% of participation was PP. Pupil voice has highlighted several barriers to participation that we will look to overcome; family commitments after school, using the school bus is a necessity, unable to stay after school. This inability to access cultural capital opportunities could lead to a less rounded individual with few opportunities to develop soft skills. So far this year only 15% of PP pupils are attending an extracurricular activity.</p> <p>Reward trip data shows that a substantial number of disadvantaged pupils do not attend the end of term reward trips. Of pupils that did not go on the trip 42% were PP pupils.</p>
6	<p>Raising aspirations – courses, uni visits, careers talks, destinations,</p>

	45% of the 2022-2023 Yr 11 disadvantage cohort stayed on into sixth form. This is a slight increase on the previous academic year, which was 40%,
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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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • Position (top 3) within the city data as well as above national attendance data • The attendance gap between disadvantaged pupils and their non-disadvantaged peers decreasing • A decrease in the percentage of all pupils who are persistently absent whilst closing the gap among disadvantaged pupils on their peers.
Improved attainment and progress among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and mobile pupils	<p>Sustained high attainment and progress for all pupils with particular focus on:</p> <ul style="list-style-type: none"> • Closing the disadvantage, non-disadvantaged A8 and P8 gap. <p>A8 gap from 2022/2023 = 13.35 Current P8 gap from 2022/2023 = 0.74</p> <ul style="list-style-type: none"> • Decreasing the gap between positive progress 8 achievements in all four buckets, in particular Ebacc subjects. 2022/2023 gap = 28.00 • Increasing the attainment of MAPS, in particular MAP PP in relation to other banding groups. • Increasing overall progress of mobile pupils but specifically PP mobile pupils
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged through extra curricular, cultural capital opportunities and support within the school community	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • an increase in participation in the extracurricular programme, particularly among disadvantaged pupils. • An increase in participation in rewards trips by disadvantaged pupils • Pupils' uptake of support within school – counsellors, YPAS, other therapy
To continue to raise aspirations of all pupils, including those who are disadvantaged in uptake of appropriate KS5	<p>To increase aspirations of all pupils through:</p> <ul style="list-style-type: none"> • Increasing the numbers of pupils in Year 12 overall whilst increasing the number of pupil premium pupils from 45% last year

courses at ABS and further education placements.	<ul style="list-style-type: none"> • Quantitative data from opportunities such as meet the professionals and other CEIAG experiences • Qualitative and quantitative data from 1:1 guidance meetings with staff and A. Stagg. • Quantitative data from mock interviews
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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: £ 68,688

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD programme for all staff in addition to optional T&L and Extended leader breakfast where good practice can be shared. Extensive ITT and ECT training programme in line with ECF reforms to support newly qualified teachers teach high quality lessons. NPQs for staff in a variety of areas.</i>	Ofsted independent review of teachers professional development in school states that “teachers’ professional development is crucial to a high-quality education system.” NationalCollege.com highlights that “CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment.” not only does it support the teacher but also support staff.	2, 4
<i>Data champions within each department</i>	As part of the school SEF we understand that schools are data rich but can be information poor. It’s imperative that staff know & understand how to act on data and analyse it in a meaningful way which is why we have implemented data champions to disseminate key information to departments. Newleaders.org	ALL
<i>HLTAs employed to support pupils individually / offer 1:1 or small group support</i>	EEFS recently teaching & learning toolkit indicates an average of 5 months additional progress can be gained with targeted deployment of support staff	2,4

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

Budgeted cost: £ 104,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading intervention – red and amber readers have been highlighted and access weekly reading intervention in year 7-9</i></p> <p><i>Maths intervention in Years 8 and 9</i></p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p> <p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	2,3,4
<p><i>Mobile pupils - testing pupils on entry to ensure they are put in suitable classes as well as tracking progress and pastoral data to support pupils on their transition to a new school.</i></p>	<p>Our own data and observations have shown that mobile pupils progress is lower than non mobile pupils. This is also supported in “Managing pupil mobility to maximise learning summary” document. AT ABS mobile pupils undertake initial testing, meeting with various professionals and a termly check in programme with pupils and parents as the research suggests working with both is crucial.</p>	All
<p><i>1:1 / small group interventions all inline with NTP funding, with emphasis on MAPS, PP, mobile students. This may also include</i></p>	<p>Use of NTP funding if required to support smaller group intervention. OFTSED and NTP highlight that all 3 routes of tuition have had a positive effect on pupils attainment & self confidence however school led tutoring which we carry out at ABS has been the most effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2,3,4

<i>the purchasing of additional materials such as revision guides and transport home from revision sessions to ensure attendance.</i>		
<i>EMTAS support</i>	Our long association with EMTAS has shown that we value the work not only the staff do with EAL pupils but also the support they can offer with parents / carers unfamiliar with the English Education system. EMTAS are also able to lead CPD sessions helping to train staff on barriers within different communities and how we can overcome them.	All
<i>Alternative provision – SNA, Princes trust, ACE</i>	Our evidence has shown that Stage not age learning has enabled ABS to identify where individuals are on their long term learning process & respond to their learning needs through setting personalised goals. Our Princes Trust cohort have been able to develop their skill sets within a different classroom environment, helping them to build confidence and be successful in their education	ALL

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

Budgeted cost: £ 51,714

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free Breakfast – ensuring pupils are provided with breakfast to help focus throughout the day. Food provided from the local Co-op</i>	Impact report from Magicbreakfast.com highlights that eating breakfast is a vital part of improving learning, school attendance, health and wellbeing for children and young people.	1,2,4
<i>Attendance - dedicated attendance team which completes first</i>	ABS is in the top 2 schools in the city for attendance and has the highest P8 score in the city. Evidence from FFT datalab shows a clear link between higher absence and lower P8 score. “Pupils who missed	1,2,5

<p><i>day response, prioritising PP pupils, daily and weekly absence reports. PP v non PP comparison, alongside city and national comparison. Pastoral support with rewards to enhance attendance – Golden ticket, 100% star charts, Form of the month</i></p>	<p>less than 1% of sessions across Year 10 and 11 had an average P8 score of +0.73, while those who missed 50% of sessions or more had an average score of -2.83.”</p> <p>Gov.Uk research also shows that Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment.</p> <p>See also principles of good practice set out in DfE’s Improving School Attendance advice</p>	
<p><i>Improvement in parental engagement through over communication between teaching staff, pastoral staff and parents / carers, coffee mornings/ afternoon, parents evenings and 1:1 meetings. Teaching staff and Progress leaders celebrate pupils progress through celebration assemblies each term and postcards home. Pupil premium lead to conduct PP coffee mornings and 1:1s to address barriers and ways to</i></p>	<p>Last academic year from March – July 46% (35 out of 70) of those parents / carers who did not respond to parents evening bookings were PP. So far, this academic year (yr 11parents evening, Yr 9 options evening and Yr 7 meet the form tutor) of the 65 parents /carers that have not attended 25 (39%) have been PP. Coffee mornings are new to this academic year however only 20% of parents /carers who have attended coffee mornings have been PP.</p> <p>Readingrockets.org highlight's the benefit to teachers of regular communications as “<i>teachers learn more about students’ needs and home environment, which is information they can apply toward better meeting those needs.</i>”</p>	<p>All</p>

<p>overcome them.</p>		
<p><i>Raising aspirations through a multi-faceted approach of 1:1 careers advice from H.R, MS and A. Stagg, opportunities to listen to meet and listen to professionals, careers fair in school, visit places of higher learning, attend subject related trips, undertake ACE / core on careers. Pupils will also develop soft skills through participating in mock & guidance interviews. Year 11 pupils will take part in sixth form open evening as well as experience life in the sixth form. This will all be tracked through progress leader tracker and end destination data. PP pupils will also have the opportunity to take part in the Brilliant club organised by the HAP co-ordinator</i></p>	<p>The Accessgroup.com evidence that offering career guidance can not only help pupils make more informed choices it can also inspire them to set & achieve new goals. Good educational outcomes are often needed to meet aspirations. Raising aspirations is therefore often believed to incentivise improved attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>All</p>

<p><i>Development of an extensive extra curricular programme that pupils can access at lunchtime or afterschool – reduce barriers to none engagement. PP co-ordinator conduct pupil/parent voice. Pupils have the opportunity to participate in Christmas & end of year trips. Disadvantaged pupils are able to access half price music lessons to enhance additional skills.</i></p>	<p>The ‘Unequal Playing Field’ Government report explains how children from a disadvantaged background are less likely to take part in extra curricular activities and that it can also be dependent on the school they go to and area they live in. They therefore miss out on valuable experiences but also soft skills that employers are looking for.</p>	<p>3,5</p>
<p><i>Procedures in place to support all students well being which will aid attendance, behaviour and progress. Pupils are supported in school through two counsellors a YPAS worker, lego therapy as well as the pastoral team. Mobile pupil transition programme ensure there is</i></p>	<p>In 2021 a research study found that school based counselling led to significant reductions in long term psychological distress & those that were offered counselling significantly improved their self esteem & were more likely to achieve their goals Familywelfare.co.uk</p>	

<p><i>communication with the pupils and home each term. There is an extensive ACE and core programmes as well as managerial supervision every fortnight. Laptops can be provided for pupils to support progress. Period products are distributed throughout school to reduce the stigma and encourage attendance at school</i></p>		
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 225,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*

School A8 = 58.13 (same as 2021-2022 cohort which was 58.81) nat average was 46.3

P8 for academic year 2022-2023 was 0.99. An extremely positive outcome and excellent to see so many pupils making excellent progress from their KS2 starting points and an increase on 2021-2022 which was 0.73. Last years overall progress placed the school as 84th in the country.

PP A8=47.40 non PP A8 = 60.5 giving a gap of 13.35 (this has decreased from 2021-2022 as it was 14.48)

PP P8 = 0.38 non PP P8 = 1.12 giving a gap of 0.74 (this has increased from 2021-2022 which was 0.33)

There were 7 mobile pupils in the cohort. Mobile pupils A8 = 35.29 P8 = -0.50

PP mobile pupils (3) A8 = 30.00 non PP mobile = 39.95 Gap of 9.25

P8 = PP mobile = -1.16 non pp mobile = -0.17 Gap of 0.99

- *EBacc entry data for secondary schools*

86 pupils qualified for Ebacc which is 58.1% of the cohort. Out of those 86, 15 were disadvantaged pupils. National average for Ebacc entry was 39.3%

- *Information from summative and formative assessments the school has undertaken.*

2022-2023 saw the introduction of KS3 summative assessments which were carried out in Year 7 in January and at the end of the academic year. Feedback from staff, pupils and parents was positive and this is to be rolled out across the rest of the key stage.

- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and Wellbeing*

ABS whole school attendance for 2022-2023 = 95.2%

Non disadvantaged attendance = 94.88% last academic year

Disadvantaged attendance = 92.24% last academic year. (FFT FSM nat average 85.5%)

Gap of -2.64%. FFT National average Gap = -7.2%. The gap is significantly lower than the national average.

With regards to Persistent absentees a higher % of them were disadvantaged (19% compared to 9% of non disadvantaged)

54 internal isolations were logged on CPOMS which were attended by 39 pupils highlighting several multiple offenders.

74 reflection sessions were logged on CPOMS which were attended by 58 pupils

45% of disadvantaged remained in sixth form at started courses at ABS in September 2023. This is an increase on the previous year by 5%

Over the course of the academic year there were 168 referrals made for additional support within school, be it for one of our two school counsellors, YPAS wellbeing, the ADHD foundation, ELSA or play therapy. Out of those 168 referrals 34 (14% of the Dis cohort) were for disadvantaged pupils. This is slightly lower than the non dis uptake which was 16%.

In addition to wellbeing support, 30 pupils undertook the Girls Network project 33% were pupils from a disadvantaged background. 19 disadvantaged pupils across years 9-11 took part in medical science opportunities to help raise aspirations whilst 13 pupils (23% PP) undertook health science opportunities. ABS also worked with Aspire to provide opportunities to visit universities and experience residential. 64% of pupils undertaking the Brilliant club were from a disadvantaged background.

A strong CEIAG programme supported all of the above opportunities with all pupils receiving careers information and advice in ACE / Core as well as visiting our annual careers fair and having the opportunity to “meet the professionals” from various different career paths. Pupils also took part in mock interviews with professionals from a wide variety of job sectors, 1:1 careers interviews with A. Stagg and guidance interviews with members of the SLT teams

The extra curricular programme continued to run with over 35 clubs each half term. All age groups were able to access a range of different clubs. This year more clubs were available at a lunch time in order to help overcome some of the barriers of having to stay after school. Some subjects even put on sessions before school however this is not ideal for those catching the school bus. There was an 11% gap in participation between disadvantaged and non disadvantaged pupils. This was a 1% increase on the

previous academic year. DT club followed by chess club had the highest % of disadvantaged pupils attend.

Parents and carers had the opportunity to meet with staff throughout the year at parents evenings. Of the parents / carers who did not attend, 33% were from a disadvantaged background. When comparing this is 14% of the PP cohort compared to only 4% of the non PP. Gap of 10%

NTP funding was utilised by Year 11 pupils. 2627 hours were offered across maths English, science, history, geography and Spanish, in 3 waves throughout the year. 82% of pupils were offered at least 1 wave of tuition. 90% of pupil premium had the opportunity to attend at least 1 wave of tuition.

In addition to the attendance, wellbeing, progress and aspiration support, pupil premium funding was also used to provide breakfast for pupils before school as well as providing uniform for those pupils who required it. Pupils also accessed some subject specific support in terms of ingredients for food tech being provided and calculators for maths and science.

A new initiative that was introduced in the academic year of 2022-2023 was to pay half of the cost for private music lessons. £669.14 went towards this and we would aim to compare uptake this academic year now the practice is embedded.

Pupils undertaking Ramadan and are FSM were given food vouchers to compensate not eating during the school day. Pupils with EAL were provided with support from EMTAS £5920. This helped pupils develop their English language skills which benefits them in classroom dialogue and understanding texts / content within lessons.

Pupil premium funding was also spent (£1811.40) on subsidising trips so pupils were able to access the same opportunities as non PP pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery 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**

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The impact of that spending on service pupil premium eligible pupils

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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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.