



SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL
THROUGH GOD, WE CARE

GRAMMAR SCHOOL ROAD
LATCHFORD, WARRINGTON,
CHESHIRE, WA4 1JL
01925 636414
INFO@BOTELER.ORG.UK @
WWW.BOTELER.ORG.UK 
/THOMASBOTELER   

PUPIL PREMIUM STRATEGY STATEMENT 2024-2027



PART OF THE CHALLENGE ACADEMY TRUST

TCAT, C/O BRIDGEWATER HIGH SCHOOL, BROOMFIELDS ROAD,
WARRINGTON, WA4 3AE • COMPANY#: 10689247 • VAT#: 296154966



THE CHURCH
OF ENGLAND
Diocese of Chester

• HIGH EXPECTATIONS | HIGH ASPIRATIONS | HIGH STANDARDS | YOU WILL SUCCEED

PUPIL PREMIUM STRATEGY STATEMENT 2024-2027

SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL

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	859
Proportion (%) of pupil premium eligible pupils	323 students (38%) Year 7 – 69 (39%) Year 8 – 79 (44%) Year 9 – 58 (34%) Year 10 – 60 (36%) Year 11 – 56 (34%)
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	Sep 2024
Date on which it will be reviewed	Sep 2027
Statement authorised by	Mrs B Scott-Herron
Pupil premium lead	Mr J Koltan
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£339,150
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>	£339,150

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 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 it 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 £203,490 (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	Assessment data shows of 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.
2	Assessment data indicates our KS4 students lack the agency and metacognitive strategies when faced with exam questions that require knowledge application in EBacc subjects
3	Our data shows our whole school attendance has increased. However, our disadvantaged students still have higher absence rates than their peers.
4	Internal data shows more students are identified with concerns around wellbeing, mental health and safeguarding concern. These challenges particularly affect disadvantaged pupils, including their attainment.
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.

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	<ul style="list-style-type: none"> • 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
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.	<ul style="list-style-type: none"> • Disadvantaged students to achieve an overall A8 of 4.0 • Disadvantaged students to achieve an EBacc A8 of 3.7
Increase attendance rates	<ul style="list-style-type: none"> • STB attendance to exceed the national average

	<ul style="list-style-type: none"> • Disadvantaged student attendance to exceed pre-pandemic rates • Reduce the attendance gap between disadvantaged students and their peers across all year groups • 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	<ul style="list-style-type: none"> • Increase the number of disadvantaged student families attending parents evening • 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.
Increase progress and attainment in Maths	<ul style="list-style-type: none"> • 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 • Disadvantaged students to achieve a Maths A8 of 3.9

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: £ [£203,490]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Walkthrus CPD	EEF – Developing QFT	2,5
Coaching – Instructional to develop coaching capacity	EEF	2,5
Steplab	Supporting coaching EEF	2,5
Technology (visualises and new Promethean boards) to support high quality teaching and learning	Approach recommended from the DFE Menu of approaches	2,5

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

Budgeted cost: £ [£59,476]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 Period 6 Tutorials	EEF	2
English and Maths tuition	EEF	2,5
Lexonik Reading Intervention (2 x English teachers 1 day per week)	EEF	1

Morning Intervention in English/Maths/Science RE	EEF	2,5
--	-----	-----

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

Budgeted cost: £ [£76,184]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer		3
AAHT Parental engagement		3
Non-teaching Heads of Year		3,4
SEMH Lead		4

Total budgeted cost: £ [339,150]

PART B: REVIEW OF THE PREVIOUS ACADEMIC YEAR

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

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

	FSM Attendance Sep 2022 to July 2023		
	School FSM	Nat FSM	Difference
All Years	85.80%	85.30%	0.50%
Year 7	89.70%	88.70%	1.00%
Year 8	89.60%	86.20%	3.40%
Year 9	79.10%	84.20%	-5.10%
Year 10	85.40%	83.00%	2.40%
Year 11	84.00%	82.90%	1.10%

	FSM Attendance Sep 2023 to July 2024		
	School FSM	Nat FSM	Difference
All Years	86.90%	85.40%	1.50%
Year 7	89.20%	89.00%	0.20%
Year 8	86.80%	86.20%	0.60%
Year 9	86.60%	84.50%	2.10%
Year 10	83.40%	83.30%	0.10%
Year 11	87.10%	82.80%	4.30%

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.