



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 students.

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	Bishop Challoner Catholic Secondary School
Number of students in school	875
Proportion (%) of pupil premium eligible students	10.91%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	June 2021
Statement authorised by	John Wright Headteacher
Pupil premium lead	Richard Dollimore Deputy Headteacher
Governor	Alison Mackay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,490
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£110,870



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects, where appropriate.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers.

School Contextual data, funding for 2021/22 based on October 2020 Census:

Deprivation & NRPF – eligible for FSM in the last 6 years	79
Service Children - eligible in the last 6 years	5
Post Looked After	9

Students follow a broad, balanced, relevant and differentiated curriculum.

KS3

In Year 7, 8 and 9 we aim to give all students a wide variety of subjects:

The Core Subjects

- English
- Mathematics
- Science
- RE

Non-core Subjects

- Art
- Design Technology/ Food Technology/IT
- Drama
- French or Spanish
- Geography
- History
- Music
- PE

KS4

Students still maintain the focus on the core subjects - English, Mathematics, Science, and RE alongside either MFL or a BTEC, History and/or Geography as well as selecting one other option subject:

- Art
- Design Technology
- Drama
- Food & Nutrition
- Music
- PE

Our aim is to also:

- Develop their knowledge, skills and understanding
- Gain understanding of social, economic and political issues
- Be aware of the spiritual dimensions of life
- Develop attitudes, values and beliefs that are reasoned and acceptable within society
- Develop a willingness to learn and apply themselves to study
- Develop a sense of self-respect



Develop independence of learning fostering the skills and attributes for lifelong learning
Engage with local communities
Prepare for life in Modern Britain. The Curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faiths

The school operates a one week, thirty-five period timetable with two focused tutor time periods; which incorporate literacy, current affairs, articles, PSHEE and assemblies
Mathematics, MFL and Science will set students based on ability whereas all other subjects are broad banded or mixed ability.

We consider the challenges faced by vulnerable students, such as those who have a social worker and who are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching and TEEP are at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Led Tutoring and the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Looking at previous year groups those who made less progress were known to have family issues / mental health concerns.</p> <p>Research shows the strong relationship between teaching and learning and student performance.</p> <p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concerns about catching up lost learning and exams/future prospects, and the lack of enrichment</p>



	<p>opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p> <p>Disadvantaged students haven been impacted by the partial school closures to a greater extent than for other students despite having access to school IT devices and being encouraged to attend school during the pandemic.</p> <p>During the pandemic, referrals for support markedly increased. Many students currently require additional support with social and emotional needs, with 59 (13 of whom are disadvantaged) currently receiving support with one or more of the following 1:1 counselling, small group interventions, ELSA, Relax Kids.</p>																																																																
2	<p>Assessment, terminal exams and professional discussions all show that disadvantaged students do not perform as well as their peers in terms of both Attainment 8 and Performance 8.</p> <table border="1" data-bbox="379 801 1401 1126"> <thead> <tr> <th colspan="4">Historical Data.</th> </tr> </thead> <tbody> <tr> <td colspan="4">2020 (16 Pupils)</td> </tr> <tr> <td></td> <td>KS4 Attainment for disadvantaged pupils.</td> <td>KS4 Progress for disadvantaged pupils.</td> <td>KS4 Attainment for disadvantaged pupils.</td> </tr> <tr> <td>Bishop Challoner Not FSM6</td> <td>5.6</td> <td>Bishop Challoner Not FSM6</td> <td>-0.03</td> </tr> <tr> <td>Bishop Challoner FSM6</td> <td>5.1</td> <td>Bishop Challoner FSM6</td> <td>-0.25</td> </tr> <tr> <td>National not FSM6</td> <td>5.4</td> <td>National not FSM6</td> <td>0.13</td> </tr> <tr> <td colspan="4">2019 (13 Pupils)</td> </tr> <tr> <td></td> <td>KS4 Attainment for disadvantaged pupils.</td> <td>KS4 Progress for disadvantaged pupils.</td> <td>KS4 Attainment for disadvantaged pupils.</td> </tr> <tr> <td>Bishop Challoner Not FSM6</td> <td>5.3</td> <td>Bishop Challoner Not FSM6</td> <td>-0.1</td> </tr> <tr> <td>Bishop Challoner FSM6</td> <td>3.0</td> <td>Bishop Challoner FSM6</td> <td>-0.33</td> </tr> <tr> <td>National not FSM6</td> <td>3.8</td> <td>National not FSM6</td> <td>0.1</td> </tr> <tr> <td colspan="4">2018 (15 pupils)</td> </tr> <tr> <td></td> <td>KS4 Attainment for disadvantaged pupils.</td> <td>KS4 Progress for disadvantaged pupils.</td> <td>KS4 Attainment for disadvantaged pupils.</td> </tr> <tr> <td>Bishop Challoner Not FSM6</td> <td>5.6</td> <td>Bishop Challoner Not FSM6</td> <td>0.22</td> </tr> <tr> <td>Bishop Challoner FSM6</td> <td>4.1</td> <td>Bishop Challoner FSM6</td> <td>-0.36</td> </tr> <tr> <td>National not FSM6</td> <td>5</td> <td>National not FSM6</td> <td>0.11</td> </tr> </tbody> </table> <p>We are focusing on Quality First Teaching and TEEP in order to drive up standards, using the work of Nuffield Foundation and the EEF toolkit to support staff.</p>	Historical Data.				2020 (16 Pupils)					KS4 Attainment for disadvantaged pupils.	KS4 Progress for disadvantaged pupils.	KS4 Attainment for disadvantaged pupils.	Bishop Challoner Not FSM6	5.6	Bishop Challoner Not FSM6	-0.03	Bishop Challoner FSM6	5.1	Bishop Challoner FSM6	-0.25	National not FSM6	5.4	National not FSM6	0.13	2019 (13 Pupils)					KS4 Attainment for disadvantaged pupils.	KS4 Progress for disadvantaged pupils.	KS4 Attainment for disadvantaged pupils.	Bishop Challoner Not FSM6	5.3	Bishop Challoner Not FSM6	-0.1	Bishop Challoner FSM6	3.0	Bishop Challoner FSM6	-0.33	National not FSM6	3.8	National not FSM6	0.1	2018 (15 pupils)					KS4 Attainment for disadvantaged pupils.	KS4 Progress for disadvantaged pupils.	KS4 Attainment for disadvantaged pupils.	Bishop Challoner Not FSM6	5.6	Bishop Challoner Not FSM6	0.22	Bishop Challoner FSM6	4.1	Bishop Challoner FSM6	-0.36	National not FSM6	5	National not FSM6	0.11
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3	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.</p>																																																																
4	<p>Analysis of feedback from students shows that it is crucial for students have access to all that school has to offer beyond the classroom; the pandemic had a huge negative impact on all forms of extra curricular activities. The need to actively promote and encourage attendance at extra-curricular/ enrichment activities and events is essential to help encourage students to explore different areas of interest, increase self-confidence, build leadership skills and improve academic grades.</p> <p>By acknowledging the gifts, talents and achievements outside of the academic arena, build on the need to celebrate each students uniqueness and foster a feeling of self-worth and inclusion.</p>																																																																
5	<p>Maintain high standards of behaviour and attendance for all students including disadvantaged students. Historically disadvantaged students at</p>																																																																



	<p>Bishop Challoner Catholic Secondary School are not suspended as often as their peers:</p> <p>2019/20 - 12 Suspensions of which 0 were disadvantaged. 2020/21 - 13 Suspensions of which 6 were disadvantaged.</p> <p>The pandemic has seen an increase in suspensions from non-disadvantaged and disadvantaged students. The need to return to 'normal' without government COVID precautions is now critical.</p> <p>2021 to November 2022 - 5 Suspensions of which 3 were disadvantaged.</p>
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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
<p>Improve and sustain all student's mental health and wellbeing, including those that are disadvantaged.</p>	<p>Students feel well supported and have access to help if needed.</p> <p>Attendance remains high for Pupil Premium Students.</p> <p>Work with outside agencies to offer support to vulnerable students.</p> <p>Sustained high levels of wellbeing from 2022/2023 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. <p>To make sure attendance remains high (above 95%)</p> <p>All students including disadvantaged are ready to learn each day.</p>
<p>A broad, balanced, relevant and differentiated curriculum ensuring that all students including those who are disadvantaged achieve their targets</p>	<p>Quality First Teaching and TEEP will ensure that students are aware of their learning objective for each lesson. They will be able to demonstrate new learning in the form of tasks and activities. On review, students will be able to consolidate their learning, checked via memory retrieval, quizzing and so on.</p> <p>Lesson observations and book scrutiny are good or outstanding.</p> <p>High number of attendees at School Led Tutoring sessions hosted on Saturdays and for the National Tutoring Programme:</p>



		Total Students	Pupil Premium (PP)	% PP
	School Led Year 7	14	4	29%
	School Led Year 8	15	4	27%
	School Led Year 9	15	7	47%
	School Led Year 10	15	5	33%
	National Tutoring Year 10	18	6	33%
	National Tutoring Year 11	19	4	21%
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	<p>Teacher reports, data and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> <p>Students feel confident in their exam preparation with a wide resource of revision techniques available to them.</p> <p>Students complete mocks and past papers in preparation for summer exams.</p>			
Maintain high attendance expectations for all students, particularly our disadvantaged students.	<p>High attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all students being no more than 4%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being eradicated. the percentage of all students who are persistently absent being below 13% at each census point and the figure among disadvantaged students being no more than 7% of this figure. 			
Establish an extra-curricular programme that will be accessible to all students including disadvantaged.	<p>A comprehensive extra-curricular timetable published offering a wide range of activities</p> <p>A significant increase in participation in extracurricular/enrichment activities and events, including residential visits, particularly among disadvantaged students</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

Budgeted cost: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Cognitive Abilities Tests (CATs).	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2, 3
<p>Developing metacognitive and self-regulation skills in all students</p> <p>This will involve ongoing teacher training and support, release time, the production of consumables.</p> <p>Outside speakers engaged to deliver skills/strategies in other formats to engage with more students</p> <p>Purchase of resources including revision guides, learning materials and online learning platforms</p>	<p>High attendance at extra-curricular session for metacognitive strategies sessions.</p> <p>Analysis of data captures at key points throughout the year show progression against target.</p>	2, 3
Implementation of Quality First Teaching and refresh of TEEP	Reducing gaps between disadvantage students and their peers.	1, 2, 3
<p>Re-design of the KS3 English curriculum to ensure that students have the skills set required to access the curriculum at KS4.</p> <p>Release teacher to develop and embed in across the English department.</p>	Improved outcomes in KS4 and improved year on year data from year 7 from 2022/2023.	1, 2, 3



Pastoral Development Course offered to all Heads of Year, Tutors and any interested member of staff	An understanding of the barriers experienced by all students including our disadvantaged students	2, 3
Complete overhaul of the behaviour for learning policy post pandemic to ensure clear boundaries	Reduction in the spike of suspensions experienced post lockdown.	5

Targeted academic support

Budgeted cost: £43,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:	2, 4
Saturday School for Year 11 targeted revision	Attendance records. Students survey Weekly activity programme, higher GCSE attainment	2, 3, 4
To provide nurture groups offering additional support in Maths and English	Smaller teaching groups, allowing students more 1:1 time.	2, 3, 4

Wider strategies

Budgeted cost: £32,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
External counselling intervention for specific	Evidence shows that external interventions support young people's social and	1, 5



students who require support with regulating their behaviour and emotions.	emotional skills and can reduce symptoms of anxiety and depression:	
Breakfast Club	Breakfast service offered to all students. Porridge is offered free of charge to everyone. Benefits of eating breakfast are greater attention span, concentration, and memory, which all young people need to be active learners in school.	1, 4, 5
Relax Kids	Helping identified students, including disadvantaged reduce symptoms of anxiety.	1, 3, 5
Young Carers working group	Giving the opportunity to identified students, including disadvantaged to share and have time away from the pressures of their responsibilities.	1, 3, 5
ELSA	Helping identified students, including disadvantaged manage their emotional literacy on a weekly basis.	1, 3, 5
Music lessons	Qualitative comments and feedback from students Anecdotal evidence gained after school performances	4
Equal access to extra-curricular trips including residential	Anecdotal evidence gained after trips and visits provides evidence of cultural enrichment, allows a unique deep dive into the curriculum, improved relationships with staff, improved resilience and improved confidence.	1, 2, 4, 5
Contingency fund for acute issues.	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.	All

Total budgeted cost: £110,870



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 students in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged students was higher than in the previous years in key areas of the curriculum. EBacc entry was also higher at 63%. This reflects the ability level of this particular cohort.

Not only was this cohort very able, they also benefited from high attendance during lockdown and our ability to deliver a full curriculum offer via Microsoft TEAMS, we also encouraged students to use resources provided OAK National Academy, Satchel One and Microsoft Educator Center.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for our current disadvantaged students, lower down the school, KS3 have been hit the hardest by lockdown. We used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our new plan. Student wellbeing and mental are our main foci for the forthcoming year.

Externally provided programmes

Programme	Provider
GCSE Exam Prep – Students	L Lee
GCSE Exam Prep – Parents	L Lee
Transition – getting ready for Year 7 – Parents	L Lee