



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	891
Proportion (%) of pupil premium eligible students	11.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	June 2023
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	£115,870
Recovery premium funding allocation this academic year	£13,524
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	£129,394



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 2022/23 based on October 2021 Census:

Deprivation & NRPF – eligible for FSM in the last 6 years	86
Service Children - eligible in the last 6 years	7
Post Looked After	12

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, PSHE 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 and our key focus is on developing high quality teaching, assessment and a curriculum that meets the needs of all pupils at Bishop Challoner Catholic Secondary School.</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.</p> <p>Disadvantaged students have 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 increased sharply. This is still the case despite the fact that we are now in 2022/23.</p> <p>Many students currently require additional support with social and emotional needs. We currently offer 15 intervention strands that positively impact 181 students 30 of whom are formally recognised as being disadvantaged.</p>
2	<p>Assessment, (GCSE or equivalent) exams and professional discussions nationally all show that disadvantaged students do not perform as well as their peers in terms of both Attainment 8 and Performance 8.</p> <p>Exam results for 2021/2022 showed that our interventions had been highly effective the disadvantaged cohort had a P8 of 0.1 and A8 of 52.2 (whole school P8 was 0.55 and A8 59.7). These results are very encouraging as they show that our focus on high quality teaching, targeted academic support and wider strategies such as extra curricular engagement are working.</p>



English	2018 (152)	2019 (163)	2020 (157)	2021 (178)	2022 (173)
P8	0.17	-0.21	-0.09	0.66	0.1
A8	53.95	51.56	55.59	57.77	59.90
4+	90.1%	86.5%	92.4%	98.3%	95%
5+	79.6%	71.8%	76.4%	86.0%	82%

Maths	2018 (152)	2019 (163)	2020 (157)	2021 (178)	2022 (173)
P8	0.11	-0.07	-0.02	0.43	0.6
A8	53.95	52.19	55.59	57.51	59.70
4+	82.9%	84.7%	86.6%	87.6%	91%
5+	69.1%	62.6%	66.9%	66.9%	74%

Disadvantaged	2018 (16)	2019 (15)	2020 (21)	2021 (19)	2022 (17)
P8	-0.16	-0.32	-0.45	0.58	0.1
A8	43.69	41.80	46.38	48.58	50.79
4+	71%	70%	80%	77%	80%
5+	52%	59%	54%	52%	59%

Females	2018 (82)	2019 (81)	2020 (86)	2021	2022 (83)
P8	0.31	-0.06	0.31	0.86	0.5
A8	56.47	53.91	57.70	59.43	60.46
4+	87%	86%	91%	94%	92%
5+	76%	73%	76%	82%	80%

Males	2018 (70)	2019 (82)	2020 (71)	2021 (77)	2022 (90)
P8	-0.04	-0.27	-0.35	0.48	0.4
A8	51.01	49.23	53.04	55.00	59.01
4+	81%	77%	87%	89%	85%
5+	67%	59%	68%	74%	74%

SEND	2018 (15)	2019 (16)	2020 (21)	2021 (25)	2022 (16)
P8	-0.59	-0.97	-0.61	0.65	-0.1
A8	30.83	36.55	40.94	45.23	44.67
4+	36%	42%	68%	74%	67%
5+	23%	22%	43%	54%	43%

EAL	2018 (33)	2019 (32)	2020 (51)	2021 (33)	2022 (32)
P8	0.41	0.53	0.35	1.14	0.44
A8	56.21	61.78	57.75	60.56	64.11
4+	88%	91%	92%	92%	92%
5+	77%	82%	76%	82%	84%

The disadvantaged cohort has an average P8 score across a three year trend of 0.08.

The difference between non dis-advantaged pupils and disadvantaged pupils is diminishing at Bishop Challoner.

We are focusing on Quality First Teaching and TEEP in order to drive up standards, using the EEF toolkit to support staff and students.

3

Our observations suggest many lower attaining disadvantaged students continue to 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.



4	<p>Analysis of feedback from students shows that it is crucial for students to have access to all that school has to offer beyond the classroom; 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 student's uniqueness and foster a feeling of self-worth and inclusion.</p> <p>A full programme of extracurricular activities for daily clubs, day trips and extended residential experiences is now in place again. Disadvantaged students are actively encouraged and financially supported to access the full extracurricular programme.</p>
5	<p>Maintain high standards of behaviour for all students including disadvantaged students. Historically, disadvantaged students at 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. 2021/22 – 25 Suspensions of which 7 were disadvantaged.</p> <p>The pandemic saw an increase in suspensions for disadvantaged students and this has extended into the academic year 2022/23.</p> <p>September 2022 to November 2022 - 6 Suspensions of which 5 were disadvantaged.</p>
6	<p>A major challenge for our PP students is attendance. Many have significant issues that have an impact on their ability to come to school. These issues range from childcare to drug use. In order to follow EEF guidance on this matter we have appointed a new Pastoral Support Worker (PSW). Our new PSW will have the time to assist with the Home School Link to build positive working relationships with both parents and students. Given the skill set of our new PSW, we are convinced that parents will feel they are being supported and this will benefit the students emotionally. Our PSW will monitor and track the attendance of disadvantaged students alongside our Attendance Officer.</p>



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 for 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 – we have just received an FFT Award for Attendance putting us in the top 25% of schools nationally.</p> <p>All students including disadvantaged are ready to learn each day and the school understand the barriers and how to overcome these for individual students.</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><u>School-led tutoring programme 2021/2022</u></p> <p>As part of Bishop Challoner’s intervention programme, we set up a rotation of core revision for Y7-10. Students from each of these year groups attended a Saturday school provision in which they received English, Maths, Science and RE sessions to bridge gaps that may have occurred during the lockdown periods. Sessions were delivered in year group bubbles. The sessions ran between 09:00 and 12:00. Each subject was 45 minutes in duration and allowed students to access tuition from Challoner class teachers over the course of five Saturday sessions. This was both beneficial in terms of outcomes but in developing relationships with students that has been away from school during the pandemic</p>



	<p><u>NTP Tutoring Programme (Fleet Tutors) 2021/2022:</u></p> <p>In addition to the school-led tutoring programme, Year 10 and Year 11 students accessed English and Maths tutoring once a week during term time. The tutors were provided by Fleet Tutors and the sessions took place outside of school hours from home. Data captures and subject teacher requests informed the candidates that were selected.</p> <p>2022/2023</p> <p><u>NTP Tutoring Programme (Fleet Tutors and Third Space Learning:</u></p> <p>Maths tuition is running for students in Years 8/9/10/11 through a company called Third Space Learning. These sessions are hosted in school and run Monday – Thursday between 15:35 and 16:15. Data captures and subject teacher requests informed the candidates that were selected.</p> <p>English tuition is running for students in Years 8/9/10/11 through a company called Fleet Tutors. These sessions are hosted in school and run Monday – Friday for one hour sessions. Data captures and subject teacher requests informed the candidates that were selected.</p> <p>The school have taken part in the ImpactEd pilot scheme which was set up to track and monitor the NTP.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>Teacher reports, data and class observations suggest disadvantaged students are less able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> <p>Students are taught how to self regulate and use metacognition strategies during Saturday revision sessions. It has been reported that disadvantaged students feel confident in their exam preparation with a wide array of revision techniques available to them.</p>
<p>Maintain high attendance expectations for all students, particularly our disadvantaged students.</p>	<p>We maintain high aspirations school attendance for all students of at least 96%. At the end of November 2022 our whole school attendance was 95%. Aspire Attendance nationally was 91.4% at the end of November.</p> <p>We had set a target for the percentage of all students who are persistently absent being below 13% at each census point and the figure among disadvantaged students being no</p>



	<p>more than 7% of this figure, however our October 2022 census covering the Summer term 2021/22 saw the persistently absent percentage increase to 15.72% and 13% were disadvantaged students, Sadly this data reflects the national picture.</p>
<p>Establish an extra-curricular programme that will be accessible to all students including disadvantaged.</p>	<p>A comprehensive extra-curricular timetable for clubs during lunchtimes and afterschool is published termly. This offers a wide range of activities for all students and is open to all.</p> <p>There is a wide and varied trip timetable offering day and extended residential trips.</p> <p>Our careers programme of events offers students from disadvantaged backgrounds the opportunity to experience a range of different opportunities.</p> <p>Our more able disadvantaged students are enrolled in an Oxford mentoring programme</p> <p>We have noticed a significant increase in participation in extracurricular/ enrichment activities and events, including residential visits 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: £50,000

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
<p>Ongoing training of Quality First Teaching and refresh of TEEP</p> <p>Ongoing programme of x 2 teaching and learning activities each half term with focused and measured outcomes for all teaching staff</p>	<p>Reducing gaps between disadvantage students and their peers.</p> <p>Professional development on evidence-based approaches such as feedback, metacognition and mastery learning.</p>	1, 2, 3
Ongoing re-design of the KS3 English curriculum to ensure that students have the skills	Improved outcomes in KS4 and improved year on year data from year 7 from 2022/2023.	1, 2, 3



set required to access the curriculum at KS4.		
New behaviour for learning policy to be launched Spring 2022/23.	This should help to reduce the spike of suspensions experienced post lockdown.	5

Targeted academic support

Budgeted cost: £45,000

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
Disadvantaged students' Oxford Mentoring programme to commence spring 2023	Raising aspirations for disadvantaged students - base line and exit interviews	
Saturday School for Year 11 targeted revision	Attendance records. Student's 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Internal and external counselling intervention for specific students who require support with regulating their behaviour and emotions.	Evidence shows that interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression.	1, 5
Case Study Training with a focus on disadvantaged students	An understanding of the barriers experienced by students and how with the correct support these can be overcome or diminished.	2, 3
Breakfast Club	Breakfast service offered to all students. Porridge is 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 to reduce symptoms of anxiety.	1, 3, 5
Young Carers working group	Further developing this group to giving the opportunity to identified students, including disadvantaged to share and have time away from the pressures of their responsibilities. Investigation of the young carers award	1, 3, 5
ELSA	Helping identified students, including disadvantaged manage their emotional literacy on a weekly basis.	1, 3, 5
FEIPS	Helping to explore students feelings, empower them to find their own resolutions and build resilience for their future.	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
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Total budgeted cost: £145,000



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 students in the 2021/22 academic year.

Our assessments demonstrate that student behaviour, wellbeing and mental health are still significantly impacted since the pandemic and are related 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.

Student wellbeing and mental health are once again our main foci for the forthcoming year where our approach is school as 'normal' but with safety mechanisms in place to captures those that are struggling.

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
Transition Training for Staff	HCC