



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	884
Proportion (%) of pupil premium eligible students	10.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
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	£108,040
Recovery premium funding allocation this academic year	£6072
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	£114,112



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 2023/24 based on October 2022 Census:

Deprivation & NRPF – eligible for FSM in the last 6 years	78
Service Children - eligible in the last 6 years	6
Post Looked After	10

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
- RS

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 RS alongside either MFL or a CNAT, History and/or Geography as well as selecting one other option subject:

- Art
- Computer Science
- 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>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. These are partly driven by concerns about catching up lost learning and exams/ future-prospects, and the lack of enrichment opportunities post pandemic. These challenges particularly affect disadvantaged students.</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 increased sharply. This is still the case despite the fact we are now in 2023/24.</p> <p>Many students currently require additional support with social and emotional needs. We currently offer 15 interventions strands that positively impact over 147 students, at least 30 of whom are recognised as disadvantaged. Examples of support include one or more of the following - 1:1 counselling, small group interventions, ELSA and 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"> <tbody> <tr> <td>English</td> <td>2018 (152)</td> <td>2019 (163)</td> <td>2020 (157)</td> <td>2021 (178)</td> <td>2022 (173)</td> <td>2023 (175)</td> </tr> <tr> <td>P8</td> <td>0.17</td> <td>-0.21</td> <td>-0.09</td> <td>0.66</td> <td>0.1</td> <td>0.6</td> </tr> <tr> <td>A8</td> <td>53.95</td> <td>51.56</td> <td>55.59</td> <td>57.77</td> <td>59.90</td> <td>58.36</td> </tr> <tr> <td>4+</td> <td>90.1%</td> <td>86.5%</td> <td>92.4%</td> <td>98.3%</td> <td>95%</td> <td>92%</td> </tr> <tr> <td>5+</td> <td>79.6%</td> <td>71.8%</td> <td>76.4%</td> <td>86.0%</td> <td>82%</td> <td>82.9%</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>Maths</td> <td>2018 (152)</td> <td>2019 (163)</td> <td>2020 (157)</td> <td>2021 (178)</td> <td>2022 (173)</td> <td>2023 (175)</td> </tr> </tbody> </table>	English	2018 (152)	2019 (163)	2020 (157)	2021 (178)	2022 (173)	2023 (175)	P8	0.17	-0.21	-0.09	0.66	0.1	0.6	A8	53.95	51.56	55.59	57.77	59.90	58.36	4+	90.1%	86.5%	92.4%	98.3%	95%	92%	5+	79.6%	71.8%	76.4%	86.0%	82%	82.9%	Maths	2018 (152)	2019 (163)	2020 (157)	2021 (178)	2022 (173)	2023 (175)
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A8	53.95	51.56	55.59	57.77	59.90	58.36																																					
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Maths	2018 (152)	2019 (163)	2020 (157)	2021 (178)	2022 (173)	2023 (175)																																					



P8	0.11	-0.07	-0.02	0.43	0.6	0.44
A8	53.95	52.19	55.59	57.51	59.70	58.36
4+	82.9%	84.7%	86.6%	87.6%	91%	85.1%
5+	69.1%	62.6%	66.9%	66.9%	74%	70.3%

Disadvantaged	2018 (16)	2019 (15)	2020 (21)	2021 (19)	2022 (17)	2023 (19)
P8	-0.16	-0.32	-0.45	0.58	0.1	-0.81
A8	43.69	41.80	46.38	48.58	50.79	40.74
4+	71%	70%	80%	77%	80%	52.6%
5+	52%	59%	54%	52%	59%	21.1%

Females	2018 (82)	2019 (81)	2020 (86)	2021	2022 (83)	2023 (83)
P8	0.31	-0.06	0.31	0.86	0.5	0.44
A8	56.47	53.91	57.70	59.43	60.46	59.34
4+	87%	86%	91%	94%	92%	80.7%
5+	76%	73%	76%	82%	80%	67.5%

Males	2018 (70)	2019 (82)	2020 (71)	2021 (77)	2022 (90)	2023 (93)
P8	-0.04	-0.27	-0.35	0.48	0.4	0.32
A8	51.01	49.23	53.04	55.00	59.01	56.85
4+	81%	77%	87%	89%	85%	83.9%
5+	67%	59%	68%	74%	74%	66.7%

SEND	2018 (15)	2019 (16)	2020 (21)	2021 (25)	2022 (16)	2023 (25)
P8	-0.59	-0.97	-0.61	0.65	-0.1	0.09
A8	30.83	36.55	40.94	45.23	44.67	44.12
4+	36%	42%	68%	74%	67%	44%
5+	23%	22%	43%	54%	43%	32%

EAL	2018 (33)	2019 (32)	2020 (51)	2021 (33)	2022 (32)	2023 (54)
P8	0.41	0.53	0.35	1.14	0.44	0.83
A8	56.21	61.78	57.75	60.56	64.11	61.86
4+	88%	91%	92%	92%	92%	83.3%
5+	77%	82%	76%	82%	84%	74.1%

HPA	2018 (86)	2019 (83)	2020 (71)	2021 (89)	2022 (51)	2023 (57)
P8	0.08	-0.25	0.13	0.63	0.3	0.13
A8	62.58	60.86	68.49	65.61	73.60	69.59
4+	96%	81%	98%	98%	97%	98.2%
5+	87%	71%	95%	92%	96%	89.5%

MPA	2018 (54)	2019 (49)	2020 (54)	2021 (77)	2022 (93)	2023 (91)
P8	0.36	0.08	-0.10	0.76	0.5	0.51
A8	46.31	48.83	49.61	49.25	58.10	55.76
4+	74%	81%	92%	86%	91%	87.9%
5+	55%	59%	61%	62%	77%	67%

LPA	2018 (8)	2019 (28)	2020 (30)	2021 (4)	2022 (27)	2023 (22)
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P8	-0.60	-0.34	-0.06	0.57	0.5	0.48
A8	21.00	29.38	37.07	34.13	39.37	38.09
4+	4%	36%	58%	57%	54%	18.2%
5+	0%	16%	24%	13%	26%	9.1%

KS4 Disadvantaged students



	Basics at 4+		Attainment 8	
2023	Disad.	Not Disad.	Disad.	Not Disad.
BCCS	52.6%	86%	40.79	60.39
Hampshire (excl. Ed centres)	35.5%	72.9%	30.6	49.4
England (all state funded)	np	np	np	np
2022				
BCCS	77.8%	91%	51.89	60.76
Hampshire (excl. Ed centres)	40.3%	76.5%	33.7	52.2
England (all state funded)	48.4%	76.1%	37.6	52.8



Hampshire County Council

(PP Disadvantaged includes FSM, Ever 6, CLA and PLA) Source: DAIT 24/10/23 "HCC-KS4 – Provisional 2023 – 5. Pupil characteristics"

Although our 2022/23 disadvantaged did not perform as well as we would have liked them to, the regional and national pictures also showed underperformance. Our PP outcomes were 10% higher than the national. The results accurately reflect the incredibly challenging needs and behaviours of this particular cohort – over 50% of the cohort had red flags for behaviour and non-attendance. One student did not sit a single GCSE exam and generated an SPI of -5.18, despite the intervention of school, Children’s Service and the Police.

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.

3	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.
4	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



	<p>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> <p>A full programme of extracurricular activities for clubs, day trips and extended residential experiences is now fully up and running. Disadvantaged students are actively encouraged and financially supported to access the extracurricular programme.</p>
5	<p>Maintain high standards of behaviour and attendance for all students including disadvantaged students:</p> <p>2020/21 - 13 Suspensions of which 6 were disadvantaged 2021/22 – 25 Suspensions of which 7 were disadvantaged 2022/23 – 25 Suspensions of which 4 were disadvantaged</p> <p>The pandemic saw a sharp rise in disadvantaged students being suspended from school. As things normalise, this trend is on the decline.</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 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 – we have been awarded two FFT National Attendance Awards in the last two data windows.</p> <p>All students including disadvantaged are ready to learn each day and the school is actively seeking to understand and remove barriers to learning 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>High number of attendees at School Led Tutoring sessions hosted on Saturdays and for the National Tutoring Programme:</p> <table border="1" data-bbox="531 633 1401 1003"> <thead> <tr> <th></th> <th>Total Students</th> <th>Pupil Premium (PP)</th> <th>% PP</th> </tr> </thead> <tbody> <tr> <td>School Led Year 7</td> <td>14</td> <td>4</td> <td>29%</td> </tr> <tr> <td>School Led Year 8</td> <td>15</td> <td>4</td> <td>27%</td> </tr> <tr> <td>School Led Year 9</td> <td>15</td> <td>7</td> <td>47%</td> </tr> <tr> <td>School Led Year 10</td> <td>15</td> <td>5</td> <td>33%</td> </tr> <tr> <td>National Tutoring Year 10</td> <td>18</td> <td>6</td> <td>33%</td> </tr> <tr> <td>National Tutoring Year 11</td> <td>19</td> <td>4</td> <td>21%</td> </tr> </tbody> </table>		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%
	Total Students	Pupil Premium (PP)	% PP																										
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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%																										
<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 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>																												
<p>Maintain high attendance expectations for all students, particularly our disadvantaged students.</p>	<p>High attendance demonstrated by FFT Aspire Attendance data.</p> <p>The Whole School attendance for 2022/2023 was 94.2%. the national attendance was 84%</p> <p>Pupil Premium absence was 3.4% lower than the national average and disadvantaged Persistent Absence figure was 9.2% lower than the national average.</p>																												
<p>Establish an extra-curricular programme that will be accessible to all students including disadvantaged.</p>	<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: £52,000

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
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: £35,000

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
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: £29,112

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:	
Travel Costs	The purchasing and funding of bus passes to enable students to get to and from school, reducing the barriers of school attendance allowing them the access the curriculum and extra-curricular activities.	1,2, 3, 4 & 5
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



Bishop Challoner
Catholic Secondary School

Total budgeted cost: £116,112



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 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged students was significantly lower than in the previous years in key areas of the curriculum. Their ability level was lower than last years cohort, with only 40% sitting the English Bacallaureate.

Not only was this cohort not academically able, 50% of them had complex behavioural or attendance related issues and were known to external agencies. They did not attend revision sessions and refused to engage with the school.

This year we have completed a comprehensive audit of the needs of all our PP students and have allocated resources accordingly. We continue to use pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. Improving the outcomes of the PP cohort is our key whole school focus for this academic 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